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ABSTRACT

Three states--Maryland, New Jersey, and Virginia--served as model states for a project on vocational education models for linking agencies serving the handicapped. Using a multi-agency team with members representing vocational education, special education, rehabilitation, guidance, and other agencies at the state level, each state developed a state interagency linkage model. The Maryland model for establishing and improving interagency linkages is based on a manual entitled "Cooperative Planning for the Handicapped; Resource Manual." In addition, the Maryland model includes a series of 13 learning modules that provide vocational teachers with training about the educational needs of handicapped students. Designed to provide a framework for local agency representatives to use when establishing and implementing cooperative agreements, the New Jersey model places major emphasis at the county-local level. The following six major areas were addressed by developers of the New Jersey model: vocational education, health, skill development, transportation, job placement, and support services. The Virginia model involves formal written agreements developed between the Department of Education and the Department of Rehabilitative Services in the following areas: vocational education, special education, and rehabilitative services. (MN)

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U.S. Department of Education
Office of Vocational and Adult Education

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Introduction

Maryland, New Jersey and Virginia served as Model States for the Vocational Studies Center project on Vocational Education Models for Linking Agencies Serving the Handicapped. Each State used a multi-agency team to develop a State Interagency Linkage Model. Team members represented vocational education, special education, rehabilitation, guidance and other agencies at the State level. The State teams were responsible for implementating the models at the local level. The purpose of the State Models was to improve vocational education for handicapped persons and to provide information on the development and implementation of interagency linkage models which could be utilized by other States.

Due to administrative structures, funding patterns and other differences, all States may not be able to utilize the exact processes which were developed by the Maryland, New Jersey and Virginia interagency teams. However, it is hoped that other states will be able to assess the work accomplished by these three States and utilize ideas which are appropriate for their specific needs.

Interagency linkages should be viewed as a tool to improving vocational education for handicapped persons rather than a goal. Successful interagency linkages should result in improved vocational education for handicapped students.

This Model States Report details the efforts of the States of Maryland, New Jersey and Virginia as they developed and implemented interagency agreements to improve the vocational education of their handicapped students. Complete information on the Vocational Studies Center project on interagency linkages can be found in the following publications produced by project staff members.

Vocational Education Models for Linking Agencies Serving the Handicapped: Status Report of Interagency Linkages at the State level.

Vocational Education Models for Linking Agencies Serving the Handicapped: Interagency Linkages at the Federal Level, Descriptions of Agencies and Organizations.

Vocational Education Models for Linking Agencies Serving the Handicapped: Handbook on Developing Effective Linking Strategies.

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THE MARYLAND INTERAGENCY LINKAGE MODEL

INTRODUCTION

The Maryland model for establishing and improving interagency linkages among agencies serving the handicapped is based on a manual entitled Cooperative Planning for the Handicapped: Resource Manual. This manual containing information about the linkage process provides state and local guidelines for developing interagency linkage agreements and for implementing interagency linkage activities in Maryland. A team comprised of State Department personnel from the Division of Vocational-Technical Education, Special Education and Vocational Rehabilitation and staff from the University of Maryland worked closely to develop the resource manual. Ruth Brown of the Maryland State Department of Education chaired the team. (A complete list of team members appears at the end of this chapter.) In addition to developing the Resource Manual, the team members agreed upon a broad range of linkage policies to provide leadership at the state level, and to assist local agencies in utilizing the model.

A request for action from the State Superintendent to state personnel was the impetus that prompted cooperative efforts in Maryland. Developing an interagency linkage agreement at the State level was the initial step taken by the Maryland Department of Education. The agreement developed by representatives from the Divisions of Vocational-Technical Education, Special Education and Vocational Rehabilitation was designed to aid local educators in coordinating and integrating the delivery of services and programs at the local level. Although the Department of Guidance and Counseling was not represented on the original team, their representation was added as an important facet of linkage activities.

With the cooperative agreement in place, the team began working on the Resource Manual. The manual was developed to help educators at the local level implement interagency linkages. When a rough draft of the manual was completed, LEA's were asked to evaluate it and make recommendations for its revision. LEA input was requested because educators in the day-to-day establishment and operation of vocational education programs are in the best position to determine how well the manual addresses their immediate needs. Each LEA made a joint response regarding the manual usability.

In addition to the Resource Manual, a series of training modules was prepared by the University of Maryland to supplement the linkage model. These modules provide vocational teachers with training about the educational needs of handicapped students. The fully described modules are published in a catalog entitled, Teaching Vocational Students with Special Needs: A Catalog of Inservice Training Material. This publication is designed to aid local education agency (LEA) personnel in planning and presenting effective inservice training. The titles of the modules are:

1. Introduction to Teaching Students with Handicaps
2. Understanding Laws Relating to the Handicapped
3. The Individualized Educational Program
4. Barrier Removal
5. Learning Disabilities
6. Visual Impairments
7. Hearing Impairments
8. Mental Impairments
9. Physical Impairments
10. Emotional Impairments
11. Support Service Teams
12. Vocational Instruction at the Community College
13. Working with the Handicapped on the Job

Two factors contributing to the development of the Maryland model of linking agencies serving the handicapped were:

1. The twenty two school based interagency linkage teams.

    - These twenty two county level teams provided help based on their experiences. The teams are varied in their makeup of personnel. A typical team may have a project director, special education teachers, paraprofessional shop personnel, guidance counselor, tutors, program area teachers and a member from the assessment center.

2. The agency performance plan required of state level agencies in the Department of Public Instruction.

- The core groups in each agency meet quarterly to fulfill four goals:
    - develop cooperative agreements
    - plan State initiated inservice which involves interagency cooperation to improve services to handicapped persons
    - provide guidance and direction to local school districts in implementing local agreements
    - provide an annual assessment of programs and interagency linkages.

  Agency performance planning along with the broad approach to developing a State model provided an effective climate for cooperation.

Some of the problems encountered during the development of the linkage model included:

1. problems with dual funding of programs at the local level.
2. methods of following students after leaving high school. Who should do the follow-up of handicapped students?
3. providing an age appropriate environment, especially the over age students.
4. making a transition from high school to the Maryland Community College System or other postsecondary institution. What types of linkages should occur and who should be involved?
5. cooperation in developing entry level skills.
6. identifying roles of linkage team staff in the provision of services, especially in the area of prevocational skills and related behavioral skills.
7. who will coordinate services at the local level.
8. what preparation is needed in the preservice area on interagency linkages
9. what types of inservice on interagency linkage is needed, who should be involved and what is an appropriate content of the inservice?

The team's efforts resulted in the publication of Cooperative Planning for the Handicapped: Resource Manual. The manual was designed to assist Maryland's local school systems in developing administrative policies and programs for the vocational education of handicapped students by using all professional and fiscal resoures available.

DEVELOPMENT OF LOCAL LINKAGES

The Resource Manual, published by the Maryland State Department of Education, serves as the state's model for establishing interagency agreements and interagency cooperation. Thus, upon final publication of the manual, copies were sent to the Vocational-Technical Education, Special Education and Vocational Rehabilitation Directors of Maryland's twenty four local Education Agencies. (Twenty three counties and the City of Baltimore comprise the twenty four Local Education Agencies.) A letter from the State Superintendent, to request local action in developing interagency cooperation, accompanied each manual.

In order to assure progress, regional coordinators and state department personnel from the Divisions of Vocational-Technical Education, Special Education, and Vocational Rehabilitation maintain close communication with the twenty four Local Education Agencies. On-site visits provide local agencies with assistance in developing their local agreements. These local agreements are to be based on the States Cooperative Agreement between the Divisions of Vocational-Technical Education, Special Education and Vocational Rehabilitation. Although local agreements are to incorporate the States interagency agreement, they will reflect their own local concerns and needs. The local agreements when completed are to be submitted to the State Division of Special Education.

To further assure that local cooperation is being developed, State department personnel from Vocational-Technical Education, Special Education and Vocational Rehabilitation meet together regularly to review local actions, coordinate efforts and to plan inservice activities. The Local Comprehensive Plans for Special Education, submitted annually by the Local Education Agencies to the Maryland Department of Education serve as an effective means for monitoring progress. Expanded programs and new programs demonstrate successful interagency cooperation.

HIGHLIGHTS OF THE MARYLAND MODEL

The following summaries of the Resource Manual's six chapters are included to provide a better understanding of the Maryland model. The manual is the major product of Maryland's efforts and the means of initiating local linkages in Maryland. Procedures used in Maryland may be useful and adaptive to other states in their efforts to establish cooperation among agencies serving the handicapped students. Only an abstract of the chapter content is provided. For more information the reader is encouraged to review the complete manual, published in 1980 and revised in 1981, by the Maryland State Department of Education.

CHAPTER 1

Legal Mandates

Federal and State laws require the provision of vocational education services for handicapped students. Three current laws that apply most directly are:

1. The Vocational Education Act of 1963, Educational Amendments of 1976, P.L. 94-482
2. Education for All Handicapped Children Act of 1975, P.L. 94-142
3. The Rehabilitation Action of 1973, P.L. 93-112

Vocational Education Act, P.L. 94-482

Under the 1976 Amendment of this Act, States must submit a five-year State plan to the Secretary of Education setting forth the intended use of funds. Funds may be allocated for program improvement, supportive services and special programs. The major source of funding for vocational programs for handicapped persons in Maryland is through the 1976 Amendments of the Vocational Education Act. In addition, the state is required to match federal expenditures with State and local funds.

If possible, handicapped persons should be placed in regular vocational education programs. Extra support to the handicapped student and/or the instructor in the regular class may range from assigning special personnel to the class, to making special program modifications, to providing special remedial education instruction and counseling. A handicapped student may be removed from the regular educational environment only when the nature of severity of the handicap is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Education for All Handicapped Children Act of 1975, P.L. 94-142

A second major source of funding is through special education. These funds may also be used for vocational education. The general purpose of the Act is to ensure that handicapped children have a free and appropriate public education available to them, including special education, related services, and vocational education. As in the case of P.L. 94-482, funding through P.L. 94-142 is for those excess costs that are over and above the amount spent on the education of a nonhandicapped student.

The state must submit an annual program plan to the Secretary of Education for approval before receiving funds under P.L. 94-142. Similarly, each local education agency must submit an annual plan (Local Comprehensive Plan for Special Education) to the Maryland State Department of Education for approval. The plan must include procedures for the identification, location, and education of all handicapped children within the jurisdiction of the LEA. The state plan must also address the rights of the parent and the handicapped youth, confidentiality of information, due process procedures for parents and students, least restrictive environment requirements, protection in evaluation and monitoring, non-discrimination, and individual educational programs.

The Rehabilitation Act of 1973, P.L. 93-112

The Rehabilitation Act of 1973, as amended authorizes grants to states for vocational rehabilitation services to handicapped individuals. Vocational rehabilitation is not a "basic rights" program. In developing programs, the state is permitted to establish certain priorities in terms of the population to be served. The most significant aspect of P.L. 93-112 is that it mandates services to severely handicapped persons on a priority basis, and under Section 504, requires an equal education for all handicapped persons.

Services Funded Under the Legislature

Funds from legislation make it possible to provide a wide range of program offerings and services. The following, lists a few of the services provided through each Act: (Refer to the Resource Manual for the entire list.)

1. Vocational Education, P.L. 94-482
    - Vocational guidance and counseling services while in school
    - Modification of vocational education equipment to enable handicapped students to develop skills for gainful employment.
2. Special Education, P.L. 94-142
    - Career awareness activities directed toward making the handicapped student aware of him or herself and or careers in the world of work
    - Basic academic skill development activities to provide handicapped students with adaptability skills needed for socio-economic integration into society
3. Vocational Rehabilitation P.L. 93-112
    - Evaluation of rehabilitation potential, including diagnostic and related services, incidental to determining eligibility for services
    - Physical and mental restoration services

Additional Laws Relating to Vocational Education for the Handicapped

Additional legislative acts that provide vocational education opportunities to the handicapped include:

1. Comprehensive Employment and Training Act of 1973, P.L. 93-203
    - Funds available through this Act provide training and employment opportunities. In

the state of Maryland, some vocational education programs draw funds in part from CETA. Several programs for handicapped youth are also sponsored by CETA.

2. Career Education Incentive Act, P.L. 94-207

   - LEAs can apply for these funds by coordinating career education plans with other plans, including those for special education and vocational education.

3. State Operated Programs for Handicapped Children, P.L. 89-313

   - This law provides assistance to states for handicapped children enrolled in state supported and operated educational programs

4. Bylaw 13.04.01 Programs for Handicapped Children

   - Maryland State Bylaw 13.04.01 is in compliance with federal laws requiring public education services for handicapped students. The Bylaw specifies the nature of public education services and regulations for its delivery to handicapped students.

CHAPTER 2

Cooperative Agreements

Cooperative and integrated service is the key to providing vocational education to handicapped individuals. There are, however, different levels of cooperation. One level includes interagency agreements between federal agencies. Another level involves state program administration. A third is at the local level.

Federal Direction

The intent of the federal cooperative agreement is not to spell out specific content and program structure for states to follow, but to reflect the mandated requirements of P.L. 94-142, P.L. 94-482 and P.L. 93-112. The guidelines ensure that a system is developed by states and local education agencies in which cooperation is promoted and responsibilities are clearly established. The federal agencies involved are fully committed to helping state and local agencies engage in coordinated service delivery for handicapped persons.

In October 1977, a joint letter from the federal commissioners of education and rehabilitation services to chief state school officers and state directors of vocational education and vocational rehabilitation established the framework for developing cooperative agreements at state and local levels. (Key points of the letter are listed in the Resource Manual.)

The State of Maryland

In the State of Maryland, a cooperative agreement has been developed between the Divisions of Vocational-Technical Education, Special Education and Vocational Rehabilitation. This agreement formalizes and extends the existing relationship between all the divisions. In addition, it outlines the state's commitment to the delivery of services to handicapped students at the local program level. The agreement identifies common purposes and establishes the basis for interdivisional collaboration. At the same time, the constraints, requirements, and discretionary authority of each agency is acknowledged, and their responsibilities clarified.

Cooperative Agreements at the Local Level

The cooperative agreement developed at the State level by the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation serves as a framework for the development of agreements and policies at the local level. Agreements will vary from LEA to LEA within the State. However, at least three levels of coordination and cooperation are involved:

1. how responsibilities are shared
2. use of resources
3. service delivery

Clarification and agreement in these three areas make it possible for different agencies to cooperatively conduct programs which serve similar ends. Figure One is an example of a general model for state level agreement. ("Interagency Collaboration," 1978, pp. 86-91)

Figure One

SUGGESTED FORMAT FOR PREPARATION OF INTERAGENCY AGREEMENTS

Successful implementation of interagency collaboration services agreements depends on two critical factors. First, the agreement model must address the agreed upon Interagency Planning Project Goals. Second, the model must be structured and firm enough to mandate and assure delivery of appropriate services; however, it must also be flexible to permit modification as the need arises through periodic review and evaluation. The components listed below are minimum and necessary to an interagency cooperative services agreement.

	COMPONENTS		DESCRIPTION
1.0	Preamble		
1.1	Philosophical Intent	1.1.1	Basic commitment on behalf of the state agencies to provide the most appropriate services to handicapped individuals. A statement with references to sharing primary responsibility in planning and implementing cooperative services.
1.2	Legal Basis	1.2.1	Federal and state legislation which assures handicapped individuals free appropriate services.
1.3	Implementation Timeline	1.3.1	Statement to the effect. . . "by the end of FY '79, the state of __________ will have developed and implemented a comprehensive interagency cooperative services agreement."

Figure One (contd.)

COMPONENTS	DESCRIPTION
2.0 Administrative Flow Chart	
2.1 State Directors - Special Education - Vocational Education - Vocational Rehabilitation	Flow chart depicts linkages necessary to successful development and implementation of interagency cooperative services agreement.
2.2 Midmanagement Personnel - Supervisory Personnel - Program Specialists	
2.3 Interagency Linkages - State government - State boards - Consumers	Chart depicts routes of communication and cooperation.
2.4 Policy Level Personnel	
2.5 Include provision for interface with other agencies.	
3.0 Services Profile Chart	
3.1 Minimal Instructional Components	3.1.1 Personal Adjustment Prevocational education Vocational education Adult
3.2 Age Ranges	3.2.1 For each instructional component
3.3 Grade Levels	3.3.1 For each instructional component
3.4 Agency	3.4.1 Primary agency responsible for services

Figure One (contd.)

COMPONENTS		DESCRIPTION
4.0 Inter/Intra Agency Linkages		
4.1 Mental Health		Linkages with these and other agencies are critical to any cooperative services agreement and should be developed as the need arises and made part of the main agreement.
4.2 Social Services		
4.3 Public Health		
5.0 The Written Agreement		
5.1 Introduction	5.1.1	Reflects the commitment spelled out in the Preamble, elaborates on purpose, timelines, etc.
5.2 Definitions	5.2.1	A common set of definitions agreed to and used by all agencies in the delivery of services.
5.3 Eligibility	5.3.1	Establishes eligibility criteria to be used by each agency in the delivery of services; agreement on eligibility is critical to ensure that all handicapped are included/covered by an agency.
5.4 Service Provisions: (who has responsibility)	5.4.1	Services must be available and accessible to all handicapped individuals. The listed activities are not all inclusive, others may be added where there is a duplication or overlapping of services. Each state, through its agreements, will be responsible for indicating which agency has primary responsibility for service delivery under which specific circumstances. The activities marked with an asterisk (*) can generally be provided by the specific agency, and those (**) would be applicable for handicapped students who are no longer in the school program, or when the service relates to their vocational adjustment rather than their educational program.

Figure One (contd.)

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Referral			
1) Awareness	*	*	*
2) Screening	*		*
3) Referral to assessment	*	*	*
Assessment			
1) Psychological/Behavioral	*		**
2) Social	*		
3) Educational	*	*	**
4) Medical	*		**
5) Speech and Language	*		**
6) Prevocational Evaluation	*	*	**
7) Vocational	*	*	**
Program Planning			
1) IEP, IWRP, etc.	*	*	*
2) Services:			
- vocational education program	*	*	*
- regular-vocational education program	*	*	*
- adapted-vocational education program	*	*	*
- special-vocational education (self-contained)	*	*	*
- individual vocational training	*		*
- work activity center	*		*
- work-study activity	*		*
- cooperative vocational education	*	*	
- prevocational education	*		
- personal adjustment counseling	*		*
- academic adjustment counseling			
- vocational adjustment counseling	*	*	*
- interpreter/note taker	*	*	*
- reader services for the blind	*	*	*
- special tools, devices, equipment (client-owned)			*
- learning station modification	*	*	*
- special support staff (aides, tutors, paraprofessionals)	*	*	*
- related services, i.e., O.T., P.T., & speech therapy	*		*

Figure One (contd.)

5.5	Planning Cycles	5.5.1	Planning cycles must be clearly spelled out to ensure that comprehensive program planning, to include budget planning, is available and to avoid gaps in service delivery due to different planning cycles.
5.6	Complaint Procedures	5.6.1	Agreement must include a process by which complaints will be investigated and each agency's role and responsibility in the investigation is identified.
5.7	Statement of Confidentiality	5.7.1	Agreements must include a statement of confidentiality and clearly explain the types of information to be shared among agencies.
5.8	Statement of Assurances	5.8.1	Procedural safeguards in the form of assurance statements will be addressed and agreed upon to assure full delivery of services.
5.9	Signatures	5.9.1	Agency representatives (Administration) will sign and date agreement.

CHAPTER 3

Relating State and Local Services

Federal funds to support vocational education come from three basic resources: Divisions of Vocational-Technical Education, Special Education and Vocational Rehabilitation. These funds complement, extend, and support one another.

Special Education

Eligibility for funds to educate handicapped persons requires that each state education agency submit an Annual Program Plan (APP) to the Office of Special Education, United State Department of Education (USDE), through the state education agency (SEA). The APP must set forth policies and procedures ensuring that funds allocated are spent in accordance with the provisions of P.L. 94-142. Local education agencies are also required to submit a Local Comprehensive Plan for Special Education to the state. The local plan must provide for the establishment and conduct of interagency planning.

Both special education and vocational education share the cost of vocational education. In general, special education supports related or supportive services. Special education provides and funds special classes to prepare students for integration into regular vocational education or to provide students with skills needed for job entry. Vocational education supports direct vocational training and directly related supportive services. When a handicapped student is placed in a regular vocational education program, vocational education funds the training costs and the cost of supportive services related to training.

When a handicapped student is placed in a separate specialized vocational program, vocational education and special education may share the dollar costs. The vocational components of the program are supported through vocational education funds, and the academic related components and supportive services are generally funded through special education.

Vocational Education

To be eligible for federal funding, the state must submit both an annual and a five-year plan through the Vocational-Technical Education Advisory Committee and the State Board of Education, to the Office of Vocational and Adult Education, USDE. Ten percent of the basic grant funds allocated to states are set aside for handicapped persons. A fifty percent matching of state and local funds is required. In addition, the State Plan for Vocational Education must interface with P.L. 94-142 and be consistent with the Annual Program Plan for Special Education in Maryland. To receive funds from federal sources, the LEA must submit an annual and a five-year plan for vocational education. General policies and procedures which apply to the use of federal funds for vocational education are outlined in the Administrative Procedures of the Maryland State Plan for Vocational-Technical Education. In addition to these general provisions, specific policy guidelines apply to the ten percent set-aside funds.

General Funding

States are given wide discretion in determining what programs and services will best serve their interests and needs. Federal funds may be used to fund regular vocational and occupational programs, work study programs, cooperative work experience, industrial arts, apprenticeship related programs, placement and guidance for students completing vocational programs, support services for women and day care services for children of students. Funds may also be used for acquiring, maintaining, and repairing instructional supplies, teaching aids and equipment, for research and development, for experimental and pilot programs, for improving and creating curriculum materials and for vocational personnel training.

Funding for the Handicapped

There is a wide range of activities, services and programs which may be funded through set-aside funds for the handicapped. Some of these are:

1. Outreach activities designed to develop community support
2. Special guidance and counseling services

3. Identification of handicapped students
4. Identification of employment opportunities for handicapped youth and adults
5. Provision of training programs and internships for teachers and counselors
6. Development of curriculum and instructional materials
7. Purchase of special supplies and teaching aids
8. Remedial services designed to assist students in regular or special vocational programs
9. Equipment modification

In the State of Maryland, major emphasis is placed on establishing and maintaining vocational support service teams. Team members provide support services to handicapped students who are unable to succeed in a regular program without special assistance. This assistance may be given directly within the vocational class, outside of class, or it may be provided to the vocational instructor. The basic support service team can be supplemented with specially trained vocational teachers, placement coordinators, clerical aids, etc.

In addition to the basic vocational support service team, LEAs may choose to maintain a vocational evaluation unit. A vocational evaluation unit complements the services of the support service team, and may be thought of as an extension of support services.

Vocational Rehabilitation

Vocational rehabilitation services in Maryland are supported by eighty percent federal funds and twenty percent state matching funds. To be eligible for federal funds, the state must submit a three-year state plan for vocational rehabilitation services to the Office of Rehabilitative Services. In providing comprehensive rehabilitation services to clients, vocational rehabilitation is required to explore all other possible sources of funding before committing its own funds. Clients or families may be asked to share in the cost of some services. The amount contributed is based on the client's economic need. However, it may be determined that the vocational rehabilitation agency will assume full responsibility.

The primary purpose of vocational rehabilitation services is to prepare clients for the world of work. Thus, vocational rehabilitation cannot provide services that meet only educational needs. However, when a student is eligible for vocational rehabilitation services, education and vocational rehabilitation need to work together to clarify the services provided by each agency.

Cooperative efforts are particularly important in the relationship between local education agencies and the Division of Vocational Rehabilitation, since this division maintains a statewide direct service system for handicapped persons. Cooperation is established at the local level through the IWRP and the IEP. Since the IWRP and IEP are similar in purpose and approach, the preparation and execution of the plans should be coordinated to help assure that a handicapped student will make a smooth transition from an education program to employment.

State and Local Plans

At both the state and local levels, there is a reciprocal requirement that special education and vocational personnel be involved in the development of their respective annual comprehensive plans as they relate to vocational services for handicapped students. Each plan must reflect cooperative program development for handicapped students and joint inservice training efforts for vocational and special education staff. Because public participation is an important aspect of formulating state and local plans, public hearings are conducted. In this way the public gains information regarding special education programs and services. Thus, local input is considered in the development of the state and local plans.

It is the intent of the Maryland State Department of Education to strengthen local planning capacity in order to improve the total delivery system of vocational education in the State of Maryland. At the end of each fiscal year, performance financial reports must be submitted. The reports reflect how both the state and LEA spend special education funds. In the local vocational education plan, at least six elements must be covered: needs assessment, proposed plan of service, budget, evaluation procedures, local advisory council involvement and CETA participation.

Information Management Systems

The Divisions of Vocational-Technical Education, Special Education and Vocational Rehabilitation maintain information management systems to obtain, update and record data needed in vocational planning and program implementation. The information collected facilitates long and short term planning as well as the coordination of service delivery. In addition, statistical reports generated from the collected data are used by local education agencies to analyze current services and to budget for future needs. The Maryland State Department of Education utilizes this information to monitor services delivered to handicapped students, to assist in statewide planning, to satisfy federal reporting requirements and to determine reimbursement of federal and state funds. Reimbursement to local school systems is based on the child count information.

Personnel Development

Personnel development is another area in which state and local collaboration is essential. Personnel providing career and vocational education services to handicapped students must have access to appropriate inservice training. The availability of funds makes it possible to provide joint vocational-technical education, special education and vocational rehabilitation staff development activities. Since, in general, there is a shortage of teachers prepared to work with handicapped students in vocational education, local education agencies must rely heavily on inservice training.

CHAPTER 4

Service Delivery at the Local Level

Service delivery at the local level begins with identification of handicapped students who may qualify for special education services. Special education has the primary responsibility for this identification of handicapped students. Special education also has the responsibility to initiate and carry out assessment. If a handicapped student is identified as wanting or possibly being able to benefit from a vocational special needs education, the student will be referred to a diagnostician or counselor who will assess the students' abilities, aptitudes, and readiness for a vocational curriculum. In Maryland an Admission, Review and Dismissal (ARD) Committee identifies, evaluates and establishes the eligibility for placement of handicapped children in special education, including vocational education.

The IEP (Individualized Education Plan) is developed following the ARD Committee decision that the child is ready for placement in special education. The IEP is developed by a representative(s) of the local education agency (as designated by the ARD Committee), the parent(s) or guardian(s) of the student, the student's teacher(s), the student (when appropriate and feasible), and all other persons directly responsible for the implementation of the IEP, including the vocational educator and/or vocational counselor. The IEP is developed before the special education program placement is implemented. Then it must be approved by the ARD Committee, signed by the parent(s), and implemented no more than thirty school calendar days after its development. The IEP must be reviewed sixty days after its implementation. Subsequent reviews must occur at least annually.

The service delivery model used by vocational rehabilitation includes: identification and referral of handicapped persons, the evaluation and determination of eligibility, and the development of an IWRP (Individualized Written Rehabilitation Plan). Vocational rehabilitation offers three major service categories to eligible handicapped persons: 1) guidance and counseling, 2) physical and mental restoration, and 3) training. After initial services have been completed, the rehabilitation counselor provides the handicapped person with placement assistance. Employment is the goal of services provided by vocational rehabilitation. Thus, the placement process is therefore a critical service provided by the agency.

P.L. 94-142 mandates that handicapped students be educated in the least restrictive environment. However, in order to achieve this goal, it is necessary to eliminate conditions creating barriers for the student. The most obvious kind of barrier is any external or physical barrier prohibiting a handicapped student from participating in activities. Other barriers may be far less visible: attitudinal barriers that develop from personal feelings of the nonhandicapped as well as the handicapped; communication barriers that arise from problems in acquiring or giving information, and policy barriers that involve school practices restricting formal and informal access.

CHAPTER 5

Career and Vocational Program Delivery

A major concern of vocational education is providing better service to handicapped students within the context of regular vocational programs. In addition, career education, program modifications and guidance services are important components that must be coordinated and integrated into all vocational offerings.

Career Education

Handicapped students whose past opportunities have often been limited need career education to choose intelligently and realistically from the opportunities available in higher education and the world of work.

State Plan for Career Education

1. Phase 1 Career Education
    - Students gain self awareness and knowledge of the world of work
2. Phase II Career Exploration
    - Students are provided with the settings, materials and guidance needed to acquire a greater knowledge of career opportunities
3. Phase III Career Preparation
    - Students integrate information required in previous phases to develop a career plan

Many handicapped students are educationally and socially isolated from the world of work. Thus, these students need prevocational training to improve their employability skills. Prevocational activities should include: personal and social skills, daily living skills, job seeking skills, perceptual and motor skills, and other special skills that make use of math and reading. Career education should also include communication skills (such as telephone usage) and recreational activities.

Modifications to Vocational Instruction

Three placement alternatives are generally used in Maryland: placement in a regular vocational program, the provision of a vocational support service team, or special program placement. Suggestions and guidelines for the vocational teacher to accommodate handicapped students in the regular vocational classroom setting are provided in the Resource Manual.

The Vocational Support Service Team (VSST) is a group of professional educators and paraprofessionals who provide services to handicapped students enrolled in regular vocational programs. The team is composed of a coordinator, two paraprofessionals, remedial math and reading specialists who assist with related vocational instruction and an advocate (counselor). It is recommended that for every 5 handicapped students enrolled in a vocational class, at least one paraprofessional be provided in the laboratory setting. VSST services include:

1. providing academic diagnostic assessment
2. assisting students with learning (such as tutoring and/or modifying equipment or facilities)
3. assisting the regular vocational instructor
4. helping with adjustment problems
5. developing instructional programs (the team may adapt regular classroom materials or furnish modified materials)
6. aiding in pre-employment and employment skills, such as providing role-playing activities in job seeking and adjustment skills
7. performing liaison functions -- providing a line of communication between school personnel, parents, and cooperating community members
8. managing records and paperwork
9. providing students with a vocational assessment

- When vocational assessment is provided as part of VSST services LEAs may choose to establish and maintain a vocational assessment unit. Vocational assessment can assist the individual in developing career interests, in determining employment potentials, and in identifying special aptitudes and limitations. In addition, assessment can be used as a tool in planning and developing vocational training and support services.

  Students eligible for referral to vocational assessment include individuals who:

  (are 15 years old or older)
  (are experiencing academic, mental, emotional, adjustment or physical difficulty in their classes)

  (The Resource Manual lists eleven additional criteria for determining eligibility)

  In public schools, vocational assessment consists of three major components: work sampling, psychometric testing, and critical observation of behavior. Supplemental components may be necessary to round out the process and to add credence to the primary three.

Special Program Placement

Handicapped students who are unable to succeed in a regular vocational class, even when supplementary aids and services are provided, should be placed in a special vocational program. Services provided in special vocational programs include:

1. modification of tools and equipment
2. modification of instructional materials
3. provision of safety equipment or special devices
4. assistance from paraprofessionals

If the student makes considerable progress in the special vocational program and can profit from a regular program, then the student should be moved into the regular program if possible.

Guidance Services

All students have guidance related needs which affect their academic and career progress. The goals of guidance programs include: facilitating the personal and academic growth of all students; developing good study habits, appropriate classroom behavior and adequate coping skills; ensuring the development of educational and career decision-making skills; and promoting the development of interpersonal skills.

While all students demonstrate guidance related needs to some extent, handicapped students may demonstrate a significantly higher level of needs in some areas. The manual provides suggestions to assist vocational educators and counselors in recognizing guidance needs of handicapped students. The manual also offers suggestions for the appropriate use of guidance funds.

Comprehensive guidance and counseling services needed to pursue occupational goals should be offered as a continuous component of the vocational preparation process. The counseling staff in consultation with the coordinator of special education and the vocational teacher are responsible for the development and implementation of counseling services to the handicapped.

CHAPTER 6

Monitoring and Evaluation

Systematic procedures for program monitoring and evaluation are built into the state plans of the Divisions of Vocational-Technical Education, Special Education and Vocational Rehabilitation. While each division has developed its own monitoring and evaluation policy and procedures, cross-referencing of evaluation data takes place among the divisions. This facilitates coordinated planning and service delivery, while at the same time the individual data collection and reporting requirements of each division can be addressed.

Special Education

The mandate to the State Education Agency (SEA) for monitoring and evaluating special education programs is provided through P.L. 94-142. Maryland law also requires the SEA to monitor all special education programs.

In response to federal and state mandates, a systematic and comprehensive monitoring and evaluation system has been developed by the Division of Special Education. Each local school system is scheduled for on-site monitoring and evaluation every three years. Monitoring and evaluation activities are designed to document the extent of compliance with all federal and state regulations appropriate to the provision of special education programs and related services to handicapped children in each LEA. The LEA receives A Report of the Findings, following the State evaluation. The report cites those areas in which LEAs have performed in a commendable or exemplary fashion as well as those areas in which change is either recommended or required.

The monitoring and evaluation instrument is composed of 4 components:

1. The Administrative Policy and Procedure Review (APPR)

   - This component is used to determine the extent to which an LEA has implemented those policies, procedures, methods, and activities specified in its local comprehensive plan; and the extent to which these are consistent with both federal and state requirements for the provision of special education programs and related services to handicapped children.

2. Individual Case Review (ICR)

   - This component is used to determine whether or not various activities and processes specified in P.L. 94-142 and Maryland Bylaw 13.04.01, relevant to the delivery of special education and related services, are carried out and provided in the correct sequence and within the specified timelines.

3. Parent, Administrator, and Staff Questionnaires (PASQ)

   - The purpose of the PASQ is to examine the impact of local policies, procedures, methods, and activities on parents and staff.

4. Federal Funding Review (FFR)

   - Federal law requires every SEA to monitor and evaluate the use of federal dollars distributed to the state for the provision of special education services.

Vocational Education

The mandate for monitoring and evaluating vocational-technical education programs is provided through P.L. 94-482, the Vocational Education Act, as amended in 1976. In addition to federal mandates, the Maryland State Board of Education has approved Resolution no. 1978-23, dated April 26, 1978 reaffirming the Division's long-standing commitment to evaluation as an aid in facilitating the development of high quality programs of vocational education at all levels.

The evaluation system is composed of 12 components:

1. program planning
2. philosophy and procedures
3. community resources
4. guidance, counseling, and placement services
5. instructional staff
6. goals and objectives
7. instructional materials and methods
8. student assessment system
9. advisory committee
10. facilities and equipment
11. student organizations
12. student views

The comprehensive procedure for evaluating the vocational-technical educational program in Maryland is entitled Three-Phase System for Statewide Evaluation of Secondary Vocational-Technical Education Programs.

1. Phase One
    - includes the evaluation of all secondary vocational programs at the local level by a local team
2. Phase Two
    - includes a Division of Vocational-Technical Education (DVTE) team and/or third party team evaluation for selected secondary vocational programs with a view towards verifying the accuracy of data reported by local education agencies

3. Phase Three

   - includes a quantitative data evaluation of all secondary vocational-technical education programs in Maryland conducted by the Program Accountability and Management Section of the DVTE

Other aspects of evaluation are:

1. determining whether or not students succeed in vocational programs
2. determining the extent to which students are successful in their jobs through a follow-up system
3. determining the competency or proficiency level of a student in order to identify whether or not the student can succeed on the job
4. determining the success of programs through the measurement of costs in comparison to student outcomes.

Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) maintains a comprehensive system of monitoring and evaluation to insure that quality services are provided to clients of the agency. Case records for each vocational rehabilitation client are maintained and regularly reviewed by casework supervisors.

Special procedures used to monitor specific aspects of the vocational rehabilitation program include:

1. follow-up studies of cases closed to determine the effectiveness of services
2. an annual review of the cases of those individuals who have been placed in sheltered workshops to determine if further services are appropriate
3. an annual review of cases closed due to the severity of the person's disability to determine if additional services will benefit the person.

SUMMARY

The Resource Manual provides extensive information for developing linkages and cooperation. Chapter One provides a brief overview of federal and state laws relating to the education of handicapped persons. Cooperative agreements are addressed in Chapter Two. Chapters Three and Four discuss state and local service delivery. Chapter Five examines career and vocational education programs. Chapter Six describes monitoring and evaluation systems established by the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation.

The effort put forth by the Maryland State Department of Education demonstrates their commitment to serving handicapped students. An interagency linkage agreement was developed at the State level to initiate cooperation and to improve vocational education for the handicapped. The Resource Manual was published to promote linkage activities at the local level. In addition, the Maryland State Department of Education cooperated with the University of Maryland to produce supplemental materials for the Resource Manual. All of these efforts are reflected in Maryland's vocational education model for linking agencies serving the handicapped.

Example One

The Interagency Linkage Team Members for the Federal Project Vocational Education Models for Linking Agencies Serving the Handicapped

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NEW JERSEY VOCATIONAL EDUCATION MODEL FOR LINKING AGENCIES SERVING THE HANDICAPPED

INTRODUCTION

The New Jersey vocational education interagency linkage model was developed with the major emphasis at the county-local level. The county organizational structure plays an important role in the delivery of services to local communities. State personnel were able to utilize existing county committees to implement the linkage model. The focus of the model is to provide a framework for local agency representatives to use when establishing and implementing cooperative agreements.

The following chapter will describe the development and implementation of the linkage model. The discussion will cover the state's role in assisting the local level to initiate linkage agreements. Primary focus however, will be on the local committees and how they worked to resolve particular issues in their communities to establish collaborative relationships. Many of the issues faced by these committees are similar to those faced by agency personnel in other states. The process used by both state and local personnel to confront and resolve those issues in order to establish linkage agreements may be applicable in other states.

MODEL DEVELOPMENT

Previous to New Jersey's involvement with the Vocational Studies Center and the federal project "Vocational Education Models for Linking Agencies Serving the Handicapped", state personnel were actively involved in collaborative efforts. Two committees had previously been established representing state level agencies providing services to handicapped persons. These committees were organized by the State Department of Education; however agencies outside of this department were also included, for example vocational rehabilitation. The two committees have worked on establishing interagency agreements on the state level. The following describes these committees:

1. Interdepartment Committee - This committee provides policy and direction concerning the needs of handicapped persons in the state.
2. Operation Level Committee - This committee provides technical assistance and carries out the policy decisions of the Interdepartment Committee.

The guidelines of the federal project in which New Jersey was selected as a Model State called for the representatives of vocational education, special education, guidance and counseling and vocational rehabilitation to provide the primary support for establishing a model. State personnel from the four designated areas were drawn from the two existing interagency linkage committees to work on the development and implementation of the model. These four divisions became the state representatives on the Project Linkage Team. Local representatives were added to this team later in the model process. Additional input and ideas from other agency representatives were obtained by the Project Linkage Team where appropriate.

New Jersey state personnel believed that involvement with the federal project would enhance their linkage efforts in two areas. Essentially, more work was needed in establishing linkage agreements on the local level. State personnel believed that linkage agreements were in place on the state level, but more involvement with local communities was needed. The State personnel also wanted to focus on establishing stronger and more effective lines of communication with local agency representatives. By developing a model with a local emphasis, state personnel were hopeful that these two main areas could be enhanced.

The goal of the model is to provide a continuum of vocational services and programs to handicapped persons, including the severely handicapped as well as those who are minimally impaired. The State members of the Project Linkage Team (PLT) began compiling local level agencies or institutions involved in the delivery of vocational education services to secondary, postsecondary and adult handicapped populations across the state. By identifying facilities which provide vocational education and related services to handicapped persons, State PLT members were able to generate a list of potential committee members on the local level. A tentative list was made including the following agencies:

1. County Area Vocational Technical Schools
2. comprehensive high schools

3. community colleges
4. private schools
5. county special service school districts
6. rehabilitation facilities

Ideally, State PLT members wanted to initiate the model within a framework already existing within the state. There were several reasons for this decision. By utilizing a structure already in place, communication networks between the state and local level would already be established. Personnel, both on the state and local level, would be familiar with each other having previously worked together on other projects. This would cut down on the time needed to familiarize committee members with one another, helping to develop group cohesiveness more quickly.

State PLT members determined that the most feasible committee to undertake the project on the local level was the County Career Coordinating Council, Subcommittee for the Handicapped. State PLT members decided to reactivate this particular committee which had not met for over a year and a half since meeting to determine how Chapter 74 (State Construction Funds) should be spent.

Local Committee Activities

Members of the Subcommittee for the Handicapped represent many of the major agencies and facilities providing vocational education services to handicapped persons in each county. State PLT members began developing activities to be used as general guidelines by this Subcommittee. The activities were geared to assist the Subcommittee in implementing a plan to further local collaborative efforts; but were not too specific in order to facilitate local input. The following activities were developed by the State PLT members:

1. identify population to be served
2. identify existing resources
3. develop matrix of available programs
4. identify gaps in linkage efforts
5. establish joint planning agreements
6. identify goals and objectives
7. evaluate linkage efforts.

The Subcommittee would be asked as part of their activities to develop and disseminate a brochure. This brochure would be directed toward handicapped consumers in a county describing the linkage project, its goals and objectives as well as the vocational education services available to them in the area. These services would be identified by the Subcommittee during their meetings.

County Selection

The next phase of the model development was to select a county to pilot the project. It was believed by the State PLT members that the project could be better facilitated if two counties were selected, each representing demographically two very different areas. This would help determine the applicability of the model in various settings.

Gloucester and Middlesex Counties were selected by the State PLT members to implement the model. Each county represented two different local situations as to rural and urban population, ethnic group, industrialization and the availability of services. A more detailed discussion of the counties can be found in the implementation section.

Coordinator Position

The State PLT members believed that a coordinator was needed to assist in carrying out the implementation phase of the model. A halftime position was created, with monies from the federal project paying for part of the salary. The coordinator's role encompassed the following responsibilities:

1. serve as a liaison between the state linkage team and local persons
2. coordinate linkage activities
3. serve as a communication link between the two counties
4. assist in and arrange for the production of a brochure for each county detailing the agencies (and their linkages) serving handicapped persons in the area of vocational education.

Ms. Ina White was selected to carry out the coordinator's functions for the project. Her role was one of meeting monthly on a formal basis with the Subcommittee in each county and informally working with committee members through telephone contacts and letters. The coordinator position was supervised by the state vocational education office. Additionally, Ms. Priscilla Walsh was designated program manager by the State PLT members to handle project monies on the local level.

Timeline of Activities

Once the coordinator's position was filled, State PLT members worked with the coordinator in developing a timeline of activities. It was believed that the timeline could be used as a guideline for the local committees to check their progress while working on meeting their objectives. Figure Two lists the activities developed by the State PLT members and the coordinator.

The next phase of the plan was to implement the model. Chairpersons from each county were selected to provide leadership for the local subcommittees. Membership on the Project Linkage Team now represented both state and local level personnel. The state representatives, the coordinator and the program manager offered technical assistance to the subcommittees. The local representatives provided the leadership necessary to keep the local subcommittees on task and motivated. The members of the Project Linkage Team were:

John Wanat - Team Chairperson
Director
Bureau of Special Programs
Division of Vocational Education and Career Preparation

Dean Garwood
Director
Programs for the Handicapped

George Chizmadia
Director
Vocational Rehabilitation Services

Jackie Stefkovich
Coordinator Guidance and Counseling

Robert Shanberg
Coordinator 94-142 Programs

Priscilla R. Walsh
EIC-C's Edison Program

Figure Two

Timeline of Activities for
Middlesex and Gloucester Counties

Date	Activity
October, 1980	Select county committee members and hold initial meeting of both county committee members in Trenton, New Jersey.
November, 1980	Each county committee meets to assign tasks, organize subcommittees, and work on linkage activities such as verification of resources, population and gaps in services. Subcommittees will meet informally on their own during month and report to the committee of the whole at the monthly committee meetings.
December, 1980	Initiate a publicity campaign to publicize linkage activities and continue assigned tasks.
January, 1981	Complete the identification of resources. Initiate the development of local linkage agreements and begin the evaluation process of these agreements. Work with Vocational Studies Center during their on-site visit.
February, 1981	Complete the identification of gaps in the linkage process and continue to evaluate local linkage efforts.
March, 1981	Complete linkage agreements and continue to implement and evaluate linkage agreements. Develop brochure and other products to be used to describe process to other local level linkage teams concerned with improvement of vocational services to handicapped persons.
April, 1981	Complete evaluation of agreements and brochures. Develop recommendations for suggested model changes or improvements.
May, 1981	Prepare materials for dissemination at national linkage workshop in June.

Ina White
Coordinator
New Jersey Vocational Model for Linking
Agencies Serving the Handicapped

Francine Grubb
Director Vocational Special Needs
Gloucester County Vocational School

Harry Russell
Administrator Director
JFK Mental Health Center
Edison, NJ

A listing of the Project Linkage Team with their addresses can be found in Example Two.

IMPLEMENTING THE MODEL

On October 28, 1980 a general meeting was held in Trenton to discuss the project goals and objectives. Members from the Subcommittee for the Handicapped in Middlesex and Gloucester Counties were invited. Each Subcommittee had between 10-12 individuals as its core membership. Generally the members of the subcommittees were agency and institutional representatives providing vocational education and related services to handicapped persons. In addition, the New Jersey coordinator, the program manager, the State members of the Project Linkage Team and the project director from the Vocational Studies Center were in attendance.

The meeting discussed the project and covered the activities involved in the timeline. Subcommittee members had the opportunity to ask questions and to cover any concerns they had about implementating the project timeline. Before the meeting adjourned tentative dates were set for local meetings in each county for the following month.

Shortly after the Trenton meeting, a follow-up letter was sent by the coordinator and program manager to each committee member in both counties. The letter indicated the date of their first county-level meeting and information or materials needed for this meeting. Copies of the letters sent to the committee members can be seen in Examples B and C.

As previously mentioned, the selection of two counties by the State PLT members to pilot the project was done to determine the flexibility and adaptability of the model. Gloucester and Middlesex Counties each approached the implementation of the model differently, based on the needs of their particular area. Each county process will be described separately, in order to highlight how the counties worked to enhance collaborative efforts.

Middlesex County

Middlesex County is located in central New Jersey. This area is densely populated, highly industrial and offers a variety of services to handicapped persons. Input from the private, nonprofit as well as the publicly funded institutions was needed to make a balanced and well-represented committee.

Since Middlesex County provides a number of services to handicapped persons, the committee used the first few meetings to establish themselves as a working group. Individuals were added to the original Subcommittee for the Handicapped in order to more fully represent the community. Individuals on the committee became more acquainted with each other as they began working together. This helped to stabilize the committee's membership.

During these first meetings, subcommittees were formed to research and work more in-depth on particular areas needed by the committee as a whole. The subcommittees for Middlesex County were:

1. Identification of Population
2. Resources Identification
3. Publicity

These subcommittees were involved in the following activities: identify the population needing services; identify what resources were currently available; determine what gaps in services existed and how these gaps could be filled; and publicize the committee's efforts throughout the county. Committee members felt there was such a variety of services available throughout the county for handicapped persons that they were unaware of the extent in which linkage agreements were in place. Therefore a fourth subcommittee was established, the Linkage Subcommittee, with the task of identifying the informal and formal linkage agreements existing in the county.

Correspondence among members between meetings played an important part in keeping the committee informed and active. The coordinator and the program manager would mail letters to each member including such information as the date and place of the next meeting; the agenda for the meeting; the minutes of the previous meeting; and any other pertinent information they believed the members should be made aware of. Example Five illustrates the type of letter sent to each committee member. This particular letter also lists the members who worked on the Middlesex County Committee.

The first task of the committee as a whole was to define the specific population to be served. Questions raised by the committee were whether all handicapping conditions should be considered by the group and the age range of those to be served once the population had been defined. The committee decided after discussing the information researched by the subcommittees that all handicapping conditions should be considered by the committee. The committee used the definitions of handicapping conditions that were issued by the State Department of Education. It was felt by the committee that education was a life-long learning process and vocational education was part of this process. The members decided the age range to be used for their purposes would cover 16 years through adulthood.

Obtaining data on handicapped out-of-school students and older handicapped adults requiring vocational education services caused the committee some difficulty. The school-aged handicapped population were much more easily identified, however once an individual was out-of-school, the data became harder to locate. The subcommittee responsible for securing this information consulted several resources, for example the state and local Division of Vocational Rehabilitation and the County Health and Human Services Office. The data compiled for both secondary and postsecondary aged students gave the committee a composite picture of the number of handicapped persons in their county.

The committee needed to identify and determine what services would be necessary for a handicapped person in vocational education. It was decided that six major areas would be used to develop the matrix of services which would assist the committee in identifying current services available and gaps in the service delivery system. The six areas determined by the committee were:

1. vocational evaluation
2. health

3. skill development
4. transportation
5. job placement
6. support services

As part of their effort to establish collaborative agreements in the county, the subcommittee organized to investigate the extent of informal and formal agreements developed a survey. This survey was mailed in March, 1981 to those agencies involved in serving handicapped persons. The survey asked the agencies to identify the services they provided and whether they were involved in any collaborative efforts with another local agency. A sample of this survey can be found in Example Six. As a result of this survey and information provided by the committee for the matrix, a preliminary annotated list of resources available to handicapped persons was developed. A copy of this resource listing can be seen in Example Seven. These two major efforts by the committee were steps toward making the community, both agency representatives and handicapped persons, more aware of services offered in their area.

The committee publicized their efforts throughout the county during the implementation phase of the model informing individuals of the project. They are continuing to meet, to further develop the resource list and work on establishing more formal agreements so as to improve the accessibility of vocational education and related services to handicapped persons.

Gloucester County

Gloucester County is located in the southern part of the state. It is demographically very different from the previously described county. Gloucester County by comparison is more rural, with fewer industries located in the area. The population is not as dense, and the availability of vocational and related services for handicapped persons is more limited.

Members of this committee had worked previously together on a variety of county-related projects. They were able to stabilize their membership more quickly and develop as a group. Since the availability of services was more limited, determination of needed committee members to supplement the original Subcommittee membership was a shorter process. The committee broke into similar subcommittees as their counterpart had in Middlesex County. The subcommittees were:

1. Identification of Population
2. Resources Identification
3. Publicity

Correspondence among members between meetings also played an important role in keeping this committee informed and active. Example Eight provides a sample of the type of letter sent to each Gloucester County committee member. A listing of each member who worked on this committee is also included.

Issues such as the population to be served and the age range of these individuals were also discussed by this committee. Data for the number of handicapped persons needing vocational education and related services was taken from the public schools' records and from the Division of Vocational Rehabilitation. The committee decided to identify services as it related to all handicapping conditions and to use the age range of 16 years to adulthood for those needing services. The handicapping conditions used by the members were the primary disability definitions issued by the State Department of Education.

The Publicity Committee developed several news releases for usage in local newspapers and in organizational newsletters. Samples of these releases can be found in Examples Nine and Ten. This information helped the public become more aware of the project and the committee's work.

The committee members used a format similar to Middlesex County for identifying vocational and related services in the county. The matrix developed by the members to access the service delivery system in their county was divided by the same six areas. These areas were:

1. vocational evaluation
2. health
3. skill development
4. transportation
5. job placement
6. support services

The committee members decided to use the matrix of services for purposes of establishing linkage agreements and seeking additional financial assistance from the county and state government. They felt the matrix would provide a more comprehensive picture of the gaps in their county delivery system.

There was some concern raised by the members regarding the development of the brochure. After reviewing the matrix, they felt that if they tried to list the available services in their county it would make people more aware of what they did not have. They felt the brochure could have a negative impact on handicapped consumers. The committee decided that the brochure they developed should help handicapped consumers learn how to enter the service delivery system in their county. The members determined that in their county there were two main entry points into the system, the school system for school age handicapped students and vocational rehabilitation for handicapped adults. The brochure designed by the committee describes the type of services provided by the school system and vocational rehabilitation and how to contact these two organizations. A copy of the brochure can be found in Example 11.

Summary Concerning Both Counties' Activities

The two counties each took a different approach based on the unique needs of their area to fufill the goals of the project. Middlesex County committee members believed that a resource list of services would be a helpful way of increasing the public's awareness of services available to handicapped persons. There was a feeling that many linkage agreements were in existence and a survey mailed to the various organizations would provide much needed insight concerning the amount of linkage activities occurring.

Gloucester County committee members believed that a matrix of services developed by the members would provide needed information concerning the gaps in their service delivery system in the county. This information could foster the possibility of linking services among agencies or could be used to submit proposals for new services in their area to county officials or state personnel. The committee believed a brochure was appropriate in order to inform handicapped consumers and their families on how to enter into the service delivery system.

Both counties began exploring the extent of informal and formal agreements in their community. The committees felt that trying to initiate formal agreements during the project timeline could inhibit growth of long-term linkage agreements. They believed that agency representatives would feel pressed to make agreements just to meet the goals of the timeline. The committees are working together after completion of the formal project with the goal of further exploring the possible linkage agreements available in their counties. Evaluation of these agreements after they are initiated is another long term goal of the committees.

FUTURE DIRECTION OF THE PROJECT

The State members of the Project Linkage Team along with the two counties believed that other counties could benefit from the model developed in the pilot areas. Therefore, in May of 1981, a workshop on "Coordination of Vocational Services for the Handicapped" was sponsored by the State members of the Project Linkage Team, the New Jersey Association of Vocational Education Special Needs Personnel and the New Jersey Occupational/ Consumer Resource Center. The purpose of the workshop was to further inform other counties about the pilot project so that the model could be implemented on a state-wide basis. The focus of the workshop was to bring together persons from various disciplines and agencies representing a specific region to work in small groups on a plan that would encourage coordination and collaboration of vocational services for handicapped persons. The Department of Education and the Project Linkage Team are building on this first state-wide workshop by planning to conduct four regional workshops during the next year. A letter inviting individuals from around the state to participate in this workshop can be found in Example 12.

OBSERVATIONS CONCERNING THE MODEL AND ITS PROCESS

Members of the Project Linkage Team were able to make several observations about the process of developing agreements in the two counties as a result of participating in the project. They felt that forming a committee and establishing agreements can be a delicate process with time and energy spent in the area of negotiation. They found that currently most agreements in their counties are informal and that more information is needed on how to develop and implement formal agreements.

The committees also believe there is a need for a stronger communication network between the state and local levels. They felt that the exchange of information, especially down to the local level, needed to be enhanced. And finally, there was a real concern raised by the committees that in areas where vocational services are limited, the more severely handicapped student is sometimes screened out. A more comprehensive range of services is needed in order to meet the needs of all handicapped individuals. The local level committee members hope their continued work in the linkage model will further enhance the services available to remedy this situation.

The model proved successful in several areas. The committees worked very hard to complete the activities as stated in the timeline and were able to stay on task for a majority of the project. As a result of the matrix developed, committees had a better overview of the service delivery system in their communities. Other successes of the linkage model include:

1. Getting people at the local level to communicate as well as helping committee members to develop a greater awareness of the available services in the community
2. Selection of committee members who are well motivated and accepting of the project
3. Generation of good publicity for the project
4. Ability of the committees to work through existing structures and community groups.

The Project Linkage Team members see their involvement with this project as a beginning. They believe that their goal of improving vocational education and related services for handicapped persons can be achieved through the collaborative efforts of individuals and agencies throughout the state. The model described in this chapter provides a means for building the collaborative relationships needed to reach their goal.

Example Two

New Jersey Project Linkage Team Members

George Chizmadia
Director of Vocational Rehabilitation Services
Labor and Industry Building, Room 1005
John Fitch Plaza
Trenton, New Jersey 08625
(609) 292-5987

Dean Garwood
Director
Programs for the Handicapped
New Jersey State Department of Education
Division of Programs of the Handicapped
225 West State
Trenton, New Jersey 08625
(609) 292-5720

Francine Grubb
Director of Special Needs for County
Vocational School
Gloucester County Vocational School
Tanyard Road
Deptford Township, Box 196
Sewell, New Jersey 08080
(609) 468-1445

Harry Russell
Administrative Director
Mental Health Institute
JFK Mental Health Center
Edison, New Jersey 00817
(201) 321-7189

Jackie Stefkovich
Coordinator Guidance and Counseling
New Jersey State Department of Education
Division of School Programs
225 West State
Trenton, New Jersey 08625
(609) 292-7604

Priscilla R. Walsh, Program Manager - Edison
E.I.C./C's Edison Program
Bldg. 871 - Plainfield Avenue
Edison, New Jersey 08817
(201-985-7769)

John Wanat*
Director
Bureau of Special Programs/Vocational Education
New Jersey State Department of Education
225 West State
Trenton, New Jersey 08625
(609) 292-5822

Ina White
Coordinator
New Jersey Vocational Model for Linking Agencies
Serving the Handicapped
Institute for Human Services
Kean College
Morris Avenue
Union, New Jersey 07083
(201) 527-2520

*Team Chairperson

Example Tnree

Correspondence Number One from the New Jersey Coordinator and Program Manager to the Middlesex County Committee Members

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

November 6, 1981

Dear

We would like to take this opportunity to thank you for your participation in the initial meeting of the "N.J. Vocational Model for Linking Agencies Serving the Handicapped" on October 28, 1980. If the rest of the year goes as well, the project will be very successful in meeting its objectives.

The next meeting is scheduled for November 18, 1980 from 1:30 to 4:00 at the Middlesex County Vocational School - Burr D. Coe School, 1212 Rues Lane - P.O. Box 220, East Brunswick, N.J. 08816 (201-254-8700).

During this meeting the committee will appoint a chairperson, set up objectives and tasks and start meeting some of the goals. To facilitate this we are asking each committee member to bring the following with you:

1. Description of services provided by your agency, or other agencies that you are familiar with, re: to vocational education (e.g. training; employment orientation; career education)
2. Any current interagency agreements (formal or informal)
3. Completed evaluation of such agreements
4. Any statistical reports identifying handicapped populations served in Middlesex County

Enclosed please find a tentative timeline for meeting the objectives of the project and a summary of the October 28, 1980 meeting.

Please call 201-985-7769 or 201-285-7929 by November 14th if you are planning to attend the meeting. For additional information on the project call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White, Coordinator, N.J. Vocational Model for Linking Agencies
Serving the Handicapped

Priscilla R. Walsh, Program Manager - Edison

Example Four

Correspondence Number Two from the New Jersey Coordinator and Program Manager to the Middlesex County Committee Members

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

November 6, 1980

Dear

We regret that you were unable to attend the first meeting of the "N.J. Vocational Model for Linking Agencies Serving the Handicapped" on October 28, 1980. If the rest of the year goes as well as this initial meeting the project will be very successful.

The next meeting is scheduled for November 18, 1980 from 1:30 to 4:00 at the Middlesex County Vocational School - Burr D. Coe School, 1212 Rues Lane - P.O. Box 220, East Brunswick, N.J. 08816 (201-254-8700).

During this meeting the committee will appoint a chairperson, set up objectives and tasks and start meeting some of the goals. To facilitate this we are asking each committee member to bring the following with you:

1. Description of services provided by your agency, or other agencies that you are familiar with, re: vocational education (e.g. training; employment orientation; career education)
2. Any current interagency agreements (formal or informal)
3. Completed evaluation of such agreements
4. Any statistical reports identifying handicapped populations served in Middlesex County

Enclosed please find a tentative timeline for meeting the objectives of the project and a summary of the October 28, 1980 meeting.

Please call 201-985-7769 or 201-985-7929 by November 14th if you are planning to attend the meeting. For additional information on the project call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White, Coordinator, N.J. Vocational Model for Linking Agencies
Serving the Handicapped

Priscilla R. Walsh, Program Manager - Edison

Example Five

Correspondence Number Three from the New Jersey Coordinator and Program Manager to the Middlesex County Committee Members

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

February 19, 1981

Dear Committee Member:

The next meeting for the Middlesex County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped" is scheduled for March 18, 1981 from 10:00 to 12:00 at the JFK Rehabilitation Medicine Conference Room. (201-321-7189)

During this meeting, the four committees will report on their progress. The committees are:

Population Identification: Pam Karmazsin
Resource Identification: Judy Levay
Publicity: Harry Russell
Linkage Models: L. Jay Thornton

Ina White will give a report on the Baltimore Meeting, How New Jersey compares to Maryland and Virginia, and an update on the Gloucester County Committee.

Please bring names and addresses of: 1) agencies that you think should be mailed the Linkage survey question and 2) agencies newsletter to publicize the project in.

Someone will be calling you the week of March 2, 1981 to confirm your attendance and your mailing address. If you have any questions concerning the project please call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White, Coordinator - N.J. Vocational Model for Linking
Agencies Serving the Handicapped

Priscilla R. Walsh, Program Manager - Edison

cc: George Chizmadia
Dean Garwood
Robert Shamberg
Jacqueline Stefkovitch
John Wanat
Lloyd Tindall

Enc: Committee member list
'Publicity Mailing' Form
'Linkage Survey' Form

Example Five (contd.)

PUBLICITY MAILING

Please complete for any newsletter, etc. you feel should be mailed project publicity and bring to the next committee meeting or mail to:

Ina White, Coordinator
N.J. Vocational Educational Model
for Linking Agencies Serving the Handicapped
109 Henshaw Avenue
Springfield, New Jersey 07081

Agency: ____

Address: ____

____

Contact Person: ____

Phone: ( ) ____

Newsletter Title: ____

- -

Agency: ____

Address: ____

____

Contact Person: ____

Phone: ( ) ____

Newsletter Title: ____

- -

Agency: ____

Address: ____

____

Contact Person: ____

Phone: ( ) ____

Newsletter Title: ____

Example Five (contd.)

"Linkage Survey"

Please complete for any agencies you feel should be mailed linkage survey and bring to next committee meeting or mail to:

Ina White
Coordinator
N.J. Vocational Education Model for Linking
Agencies Serving the Handicapped
109 Henshaw Avenue
Springfield, N.J. 07081

Agency: ____________________

Address: ____________________

____

Contact Person: ____________________

Phone: ( ) ____________________

- - - - - - - - - - - - - - - - - - - -

Agency: ____________________

Address: ____________________

____

Contact Person: ____________________

Phone: ( ) ____________________

- - - - - - - - - - - - - - - - - - - -

Agency: ____________________

Address: ____________________

____

Contact Person: ____________________

Phone: ( ) ____________________

Middlesex County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped

---

Jim Alexander
Manager
NJDVRS
125 Broad Street
7th Floor
Elizabeth, N.J. 07200

Shirlie A. Camp
Middlesex County Juvenile Facility
P.O. Box 164, Rt. 130
North Brunswick, N.J. 08902
(201) 745-3470

Dr. John Casey
Acting Superintendent of Schools
N.J. Department of Ed. - Middlesex County Office
96 Bayard Street
New Brunswick, N.J. 08901
(201) 745-3490

Joseph Columbo
Middlesex County Voc. School
East Brunswick, N.J. 08816
(201) 257-7715

Dr. John P. Coogan
County Coordinator for Career Education
N.J. Department of Education - Middlesex County Office
96 Bayard Street
New Brunswick, N.J 08901
(201) 725-3490

Rosalie Burns Davis
United Way of Central Jersey, Inc.
142 Livingston Avenue
P.O. Box 1187
New Brunswick, N.J. 08903
(201) 247-3727

Michael DeCarlo
Director of Guidance
South Plainfield H.S.
South Plainfield, N.J. 07008
(201) 754-4620

Lloyd Foster
Middlesex County CETA
303 George Street
New Brunswick, N.J. 08910
(201) 745-2026

Jane Henry
Middlesex County Service Commission
North Randolph Road
Piscataway, N.J. 08854

Thomas Kanaly
County Adult Education Coordinator
Middlesex County Education Vocational Service Commissioner
North Randolph Road
Piscataway, N.J. 08854
(201) 754-3322

Pamela Karmazsin
Middlesex County College
Division of Community Education
Edison, N.J. 08817
(201) 548-6000 Ext. 350

George Logenes
Middlesex County Human Services Department
County Administration Building
New Brunswick, N.J. 08901
(201) 246-5718

William Nolan
Executive Director
Middlesex County CETA
303 George Street
New Brunswick, N.J. 08901
(201) 745-3986

Nancy Pawliger
N.J. Committee of Arts for the Handicapped
5 Pierce Court
East Brunswick, N.J. 08816

G. Pellicane
Director-Middlesex County Juvenile Facilities
P.O. Box 164, Route 130
North Brunswick, N.J. 08902
(201) 745-3400

Terri Pollifrone
Director of Special Education
Perth Amboy Board of Education
Barracks Streets
Perth Amboy, N.J. 08861
(201) 826-3365

Harry Russell
Administration
JFK Mental Health Center
Edison, N.J. 08817
(201) 321-7189

L. Jay Thornton
Graduate School of Education
Rutgers University
New Brunswick, N.J. 08901
(201) 932-7937

Anita Voorhees
Dean - Community Education
Middlesex County College
Edison, N.J. 08817
(201) 548-6000

Joseph Vuono
N.J. Department of Education - Middlesex County Office
96 Bayard Street
New Brunswick, N.J. 08901
(201) 745-3490

Dr. Henry Zanzalari
Superintendent Middlesex County Voc. School
East Brunswick, N.J. 08816
(201) 257-3300

Example Six

Middlesex County Ad Hoc Committee for Linkages in Services to the Handicapped Services Questionnaire

UNITED WAY of Central Jersey, Inc.
32 Ford Avenue, P.O. Box 210
Milltown, New Jersey 08850
(201) 247-3727

March 30, 1981

Dear Director/Administrator:

Recently, New Jersey was selected as one of three states to participate in a U.S. Department of Education funded project to develop models for linking agencies serving the handicapped. Within the state, Middlesex and Gloucester counties were recommended to pilot the project. An Ad Hoc Committee, chaired by Mr. Harry Russell, Administrative Director of the Mental Health Institute, John F. Kennedy Medical Center, has been working to meet the goals of the project.

One of the objectives of the project is to identify all of the agencies in Middlesex County which serve our handicapped population, ages 14 through 64, through provision of pre-vocational, vocational, and related vocational services. Further, we wish to describe those existing services and determine where there are linkages among the service provider agencies.

Thus, I invite you, or your designate, to assist in compiling agency information by completing the enclosed questionnaire and returning it to me on or before Friday, April, 10, 1981.

It is the intent of the Ad Hoc Committee to make all of the resources for the handicapped available to service providers and the community-at-large through various types of publications and brochures. To ensure that your agency is included and that your services are accurately reflected, please take time, now, to respond and return the information in the envelope provided.

Should you have any questions regarding the questionnaire, please feel free to call me.

Thank you for your cooperation and prompt reply to our questionnaire.

Sincerely,

Judith D. Levay, Chairperson
Resource Committee
Agency Linkage Project for
the Handicapped

JDL/ban

Enclosures

Example Six (contd.)

SERVICE CATEGORY DEFINITIONS

NOTE: IN ALL INSTANCES, BELOW, THE SERVICE PROVIDER SHOULD HAVE TRAINED/ QUALIFIED STAFF WHO PERFORM THE SERVICE.

Vocational Evaluation - the process by which specific methods, techniques and procedures are administered--usually in hands-on-activities--to determine appropriate level of placement in a particular pre-vocational or vocational program. Results of such evaluations are kept on file and used as reference point in progress toward employment.

Health Services - these are any health related rehabilitation services which are actually provided, on site.

Skill Development - Programs which provide actual training, on site, as based on results of vocational evaluations; service provider, in this instance, may not necessarily have vocational evaluation component but would have the capacity to provide actual job training.

Transportation Services - (Transportation to and from service provider center is not included here) Once the client is on site, other transportation services, i.e.: to and from other agencies for referral follow-up service, to and from job site interviews, to and from job site, to and from health related rehabilitation, etc. are included.

Support Services - counseling, personal adjustment training, work adjustment training; Information and Referral to other agencies which can meet needs not provided by referring source; social activities; public education and advocacy

Job Placement - services of a job placement counselor, or social worker who is responsible for identifying potential job sites and for placement of employees on those sites, once employee is job ready; counselor or social worker would also work, initially, with employers to assist employee in work adjustment.

Example Six (contd.)

PRIMARY DISABILITY DEFINITIONS

Trainable Mentally Retarded - "Trainable" means a level of retardation which is characterized by intellectual capacity, as measured by a standardized clinical test of intelligence, which falls beyond three standard deviations below the mean; an inability to use symbols in the solution of problems of even low complexity; and an inability to function socially without direct and close supervision.

Education Mentally Retarded - "Educable" means a level of retardation which is characterized by intellectual capacity, as measured by a clinical test of intelligence, within a range encompassing approximately one and one-half to three standard deviations below the mean and a low level of ability to think abstractly.

Visually Handicapped - "Visually handicapped" means an inability to use ocular mechanisms to see within normal limits as defined by the following:

1. "Blind" means a condition in which visual acuity, with correction, is 20/200 or poorer in the better eye and which necessitates a knowledge and skill in the use of special devices or techniques, such as Braille, for educational purposes;
2. "Partially sighted" means a condition in which visual acuity, with correction, is 20/70 or poorer in either eye, or, as a result of some other factors involved in visual functioning, inhibits the effective functioning in a learning environment without special education or related services.

Auditorily Handicapped - "Auditorily handicapped" means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms as distinguished by the following:

1. "Deaf" means loss of hearing, which is so severe that the person is impaired in processing linguistic information through hearing, with or without amplification and educational information is adversely affected;
2. "Hard of hearing" means a loss of hearing, which may be permanent or fluctuating and adversely affects a person's educational performance, but which is not severe enough to warrant classification as "deaf."

Communication Handicapped - "Communication handicapped" means a communication disorder in native speech or language to a severe extent which seriously interferes with the ability to use oral language to communicate.

Neurologically Impaired - "Neurologically impaired" means a severe and specific impairment, disorder or dysfunction of the central or peripheral nervous sytem which adversely affects the educational performance of a person and is not manifested as any other educationally handicapping conditions.

Example Six (contd.)

Perceptually Impaired - "Perceptually impaired" means the exhibiting of a specified learning disability due to a disorder in one or more of the basic psychological processes involved in understanding and learning and which affects the ability to listen, think, speak, read, write, spell and learn arithmetic to the extent that special education and related services are necessary for achievement and successful performance in an education program. This definition does not include the manifestation of learning problems which are due primarily to any other educationally handicapping conditions or to environmental, cultural or economic disadvantage.

Orthopedically Handicapped - "Orthopedically handicapped" means a condition which, because of malformation, malfunction or loss of bones, muscle, or body tissue, necessitates special education or related services, special equipment, or special facilities to permit functioning of normal learning processes, participation in regular school activities and maintenance of interpersonal relationships.

Chronically Ill - "Chronic illness" means a chronic condition such as tuberculosis, lowered vitality, cardiac condition, leukemia, asthma, seizure disorders, or other physical disabilities which make it impracticable for a person to receive adequate instruction through a regular educational program.

Emotionally Disturbed - "Emotionally disturbed" means the exhibiting of behavioral disorders over an extended period of time which adversely affects educational performance and may be characterized by any of the following manifestations: an inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships; inappropriate behaviors or feelings under normal circumstances; a general or pervasive mood of unhappiness or depression; and/or the development of physical symptoms or irrational fears relating to personal or school problems.

Socially Maladjusted - "Socially maladjusted" means a pattern of social interaction which is characterized by conflicts which cannot be resolved adequately with the assistance of authority figures, or behavior that seriously interferes with the well-being or the property of others and is not due to emotional disturbance.

Multiply Handicapped - "Multiply handicapped" means the presence of two or more educationally handicapping conditions which interact and result in problems so complex that placement in programs designed for a single handicapping condition will not result in significantly meaningful educational growth and achievement.

MIDDLESEX COUNTY AD HOC COMMITTEE
FOR LINKAGES IN SERVICES TO THE HANDICAPPED
SERVICES QUESTIONNAIRE

1. Name and title of person completing this form: ________________________

2. Name of Agency: ____
(full name, no abbreviations)

3. Address (Local Headquarters) ____

____
(City) (State) (Zip Code)

4. Telephone ________________ 5. Emergency Telephone ____________________
(area code)(number)

6. Days and Hours of Operation: ____

____

7. Name, Address & Telephone of all outreach locations in Middlesex County & Franklin Township: (use additional sheets, if necessary)

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

8. Fees:
_____none charged _____set fee _____sliding scale fee

9. If fees are charged, who pays for services?:
_____client _____medicaid _____other (specify)
_____ private insurance _____third party ____________________

10. What is the normal waiting period before receiving service?
_____none _____1 week _____1 month
_____usually same day _____2 weeks _____more than 1 month
_____less than 1 week _____3 weeks _____varies (specify, below)

____

____

____

11. What are the best methods for inquiring about, or requesting services?

_____walk-in _____phone call _____referral required

12. If your agency has bilingual staff, what languages do they speak?

_____ _____ _____ _____ _____ _____

13. Eligibility requirements: _____________________________

____

____

____

____

14. Are services restricted to residents of a particular geographic area? (Please check only one)

_____no restrictions _____county _____region

_____municipality _____state _____other (specify)

____

15. Is the agency a private, non-profit organization? ____yes ____no

16. What accommodations does the agency have for handicapped clients?

_____fully accessible _____ramps _____wheel chairs

_____wide doors _____rest rooms

_____elevators _____ transportation to and from agency

17. SEE PAGE 63 FOR THIS QUESTION.

18. In the spaces below, please list other agencies, organizations, departments of government, etc., with which your agency has either formal or informal linkages.

Formal linkage is defined as having some form of written agreement or contract.

Informal linkage is defined as having a verbal agreement or understanding in interagency cooperation and coordination of services.

FORMAL	INFORMAL
_____________	_____________
_____________	_____________
_____________	_____________
_____________	_____________
_____________	_____________
_____________	_____________
_____________	_____________
_____________	_____________
_____________	_____________

Example Six (contd.)

17. SERVICES PROVIDED

Instructions: Using definitions on attached sheets, check off those services that are major, or primary services which your agency provides.

Primary Disability	Vocational Evaluation	Health Services	Skill Development	Transportation	Support Services	Job Placement
Trainable Mentally Retarded						
Educable Mentally Retarded						
Visually Handicapped						
Auditorily Handicapped						
Communication Handicapped						
Neurologically Impaired						
Perceptually Impaired						
Orthopedically Handicapped						
Chronically Ill						
Emotionally Disturbed						
Socially Maladjusted						
Multiply Handicapped						

Please return the completed questionnaire no later than: FRIDAY, APRIL 10, 1981
Use the enclosed envelope, Atten: J.D. Levay THANK YOU

Example Seven

#143

A NEW JERSEY VOCATIONAL MODEL
FOR
LINKING AGENCIES SERVING THE HANDICAPPED

EIC/C'S EDISON PROGRAM
BLDG. 8/1 - PLAINFIELD AVE.
EDISON, NEW JERSEY 00817
(201-985-7769)

An Annotated List of Resources that Provide Information

About the Handicapped Population in New Jersey

January, 1981

During FY 81, EIC/C's Edison Program received a small grant from the Wisconsin Vocational Studies Center to set up a New Jersey Vocational Model for Linking Agencies Serving the Handicapped. For further information on this project, please contact Ms. Priscilla Walsh, Program Manager - Edison Program (201-985-7769).

*Available for reference at the New Jersey Occupational/Consumer Resource Center (EIC/C's Edison Program)

New Jersey Welfare Council. Directory of Social Welfare and Health Services in New Jersey 1973. Trenton: New Jersey Welfare Council, 1973. Copies available from Department of Community Affairs, Office of Public Information - Publications Section, P.O. Box 2768, Trenton, N.J. 08625.

> Lists government and non-profit social welfare and health resources in New Jersey. Includes civil rights organizations, charitable and volunteer organizations. Citations include address, phone, brief description and area serviced.

Middlesex County Planning Board. General Statistics for Middlesex County. April, 1978. Middlesex County Planning Board, 40 Livingston Avenue, New Brunswick, N.J. 08901.

> Statistical data on housing, employment, population, land use, and tax rates. Population break-down by sex, age, minority status.

Foster, June C. Guidance Counseling, and Support Services for High School Students with Physical Disabilities 1977. Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, MA 02138.

> Manual and resource list for use with physically handicapped students. Includes information on testing for disabilities and preparation for careers. Part II lists state resources of use to school personnel and students with physical disabilities. (NJ O/CRC has New Jersey's list)

Division of Vocational Rehabilitation Services. Handbook for NON VR Professionals on Vocational Rehabilitation. New Jersey Department of Labor and Industry, Division of Vocational Rehabilitation Services, 150 East State Street, Trenton, N.J. 08625.

> Pamphlet explaining eligibility criteria and services of Division of Vocational Rehabilitation Services.

United Way of Central Jersey. Human Services Resource Directory of Middlesex County and Franklin Township, 1977. The Planning and Program Development Division of the United Way of Central Jersey, Inc., 142 Livingston Ave., New Brunswick, N.J. 08902.

> Lists non-profit, state licensed and/or private agencies servicing citizens of Middlesex County and Franklin Township. Listed by function and alphabetically. Citations include agency address, phone, brief description, area serviced and fees if any.

Legones, George. Middlesex County Comprehensive Annual Social Services Plan for FY'80, 1980. Department of Health and Social Services. Board of Chosen Freeholders, County of Middlesex, New Brunswick, N.J. 08903.

Provides overview of social services planned for county and of offices which will administer services and funds provided under Title XX. Statistics provided on handicapped, disabled, abused and neglected, problem drinkers, mental health.

Richardson, John. The Middlesex County Comprehensive Social Service Resource Directory, 1978.

Guide to social services within the county. Agencies listed by alphabetical order and function. Citation include address, phone, brief description, fees if any, waiting period and area serviced.

Middlesex County Three Year Plan to Improve the Community Support System for Severely Psychiatrically Disabled Adults.

Outlines plans to provide assistance to psychiatric patients released from hospitals but unable to live in community without assistance.

New Jersey Work Force Population with Handicapping Conditions.

Statistical estimates of disabled population in New Jersey based on figures gathered by U.S. Census Bureau in 1976. Population break down by race, unemployed, handicapping conditions given for each New Jersey county.

New Jersey Developmental Disabilities Council, and Facilities Construction Program, 1980 Annual State Plan for Developmental Disabilities, 1980. New Jersey Developmental Disabilities Council, 101-110 North Broad Street, P.O. Box 1237, Trenton, N.J. 08625.

Planning, administration, and provision of services for persons with developmental disabilities in New Jersey. Statistics on developmental disabilities population.

Special Child Health Service. Resources for Detection, Prevention, and Treatment Services for Children with Handicapping or Potentially Handicapping Conditions, 1980. Special Child Health Services, New Jersey State Department of Health, Trenton, N.J. (609-292-5676).

Lists ambulatory services and centers funded by Special Child Health Services. Citations include address and phone number.

ADDENDUM:

Brolin, Donn E., ed., Life centered career education: A competency based approach. 1978, The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091.

A curriculum and materials guide focusing on 102 specific competencies in the domains of daily living skills, personal-social skills, and occupational guidance and preparation. Presents behavioral objectives, suggested activities and suggested personnel responsibilities. Curriculum is designed for infusion in upper elementary and secondary levels for both handicapped and nonhandicapped students. Also useful in orienting the reader to the various domains and related competencies that can be addressed in career education programming.

Brolin, Donn E., Donald J. McKay and Lynda L. West. Trainers guide to life centered career education. 1978. The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091.

Provides directions and materials for a series of workshops aimed at creating a team of educators, parents, and community personnel who can develop and monitor a career education program appropriated for their community. A companion volume to the above cited Life Centered Career Education, this guide is designed to help administrators initiate an infused career education program for handicapped students in secondary schools.

Brolin, Donn E. and Charles Kokaska. Career education for handicapped children and youth. 1979. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216.

Presents a comprehensive treatment of career development needs of, and appropriate services for, handicapped individuals - stressing the importance of systematic coordination of school, community and family activities. Two of the chapters focus on the involvement of business and industry, and of community agencies and organizations in the school's efforts A wealth of resources are cited including organizations and instructional resources.

Brolin, Donn E. and Pamela A. Mauch. Career education for persons with handicaps: A bibliography, 1979. CEPP Project, Career Education Personnel Preparation, 16 Hill Hall, Columbia, MO 65211.

Cites journals, books, monographs, and information sources pertaining to career development of handicapped individuals.

Education Commission of the States. Collaboration in State Career Education Policy Development: The role of business, industry and labor (Report #17). 1979. Career Education Project, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295.

Reports on state level policies and efforts to promote education-work collaborative involvement of business, industry and labor as reported by that sector and by state career education coordinators.

Hoyt, Kenneth. Monographs on career education. A series including the following titles: A Primer for Career Education; Refining the Career Education Concept: Part III, 1978; Refining the Concept of Collaboration in Career Education, 1978.

Up to 5 copies of each title available free from Office of Career Education, U.S. Office of Education, Regional Office Building #3, Washington, DC 20202.

This series discusses attitudes, issues, resources and mechanisms involved in collaborative career education.

The President's Committee on Employment of the Handicapped (1111 Twentieth Street, N.W., Washington, DC 20210. Phone: 202-653-5044) makes available the following titles:

- Affirmative action for disabled people: a pocket guide
- Guide to the placement of mentally retarded workers
- How to accommodate workers in wheelchairs
- Job ready handicapped Americans are finding more business acceptance
- Respond to mentally restored workers
- Respond to workers with epilepsy
- Respond to workers with muscular dystrophy

These brochures and reprints may be helpful in sensitizing prospective team members (particularly business and industry representative) to handicapped individual's potential as productive workers. The materials may also be useful in implementing strategies that involve community sensitization and job development.

Ringers, Joseph. Creating interagency projects...schools and community agencies. 1977. Community Collaborators, P.O. Box 5429, Charlottesville, VA 22905.

Designed to help leaders ("enablers") promote new interagency programs which share space, staff, costs, and/or other resources. Discusses interorganizational and interpersonal dynamics, the nature of bureaucracies, and strategies for influencing and working with them as well as the qualities that the enabler must develop and demonstrate in order to be effective.

Research Utilization Laboratory. RUL#6: Guidelines for interagency cooperation and the severely disabled. 1977. Research Utilization Laboratory, Jewish Vocational Service, 1 South Franklin Street, Chicago, IL 60606.

Designed as a tool to help rehabilitation agencies decide how to coordinate their efforts with those of various other service providers in the community. Discusses factors that impede and enhance interagency cooperation and presents case students reflecting various forms of cooperative relationships.

ORGANIZATIONS:

Chamber of Commerce of the United States, Education and Manpower Development Committee, 1615 H Street, N.W., Washington, DC 20062.

The Chamber has been actively involved in helping local Chambers of Commerce to implement career education in their communities. The local Chamber of Commerce can be a key partner or resource in the collaborative planning effort. Further information can be obtained by writing to the above address or by contacting your local Chamber.

AFL-CIO, Human Resources Development Institute, 815 16th Street, N.W., Washington, DC 20006. Contact: Vincent Moretti, (202) 638-3912.

HRDI has a network of 60 local offices nationwide, certain of which are involved in placing handicapped individuals in jobs with private employers. HRDI works with unions and other concerned organizations to develop local training and employment programs and provides technical assistance regarding the development of job training opportunities, particularly with organized labor.

President's Committee on Employment of the Handicapped, Washington, DC 20210. Contact: Paul Hippolitus (202) 653-5059.

Distributes literature/information on job placement, vocational guidance, agencies providing vocational services, and other employment related topics.

Projects with Industry, Rehabilitation Services Administration, Room 3518, Switzer Building, 330 C Street, S.W., Washington, DC 20201. Contact: Thomas Fleming, National Project Officer, (202) 245-3189.

Promotes and funds cooperative programming among industries, vocational rehabilitation agencies, and other rehabilitation organizations concerned with the preparation of handicapped individuals for competitive employment. Referrals to programs in the PWI network and descriptive literature are available from the above address.

Example Eight

Correspondence from the New Jersey Coordinator and Program Manager to the Gloucester County Committee Members

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

January 15, 1981

Dear Committee Member:

The next meeting for the Gloucester County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped" is scheduled for January 29, 1981 from 1:30 to 3:30 at the Gloucester County Area Vocational-Technical School, Tanyard Road, Sewell, New Jersey 08080 (609-468-1445).

During this meeting the three committees will report on their progress. The committees are:

Population Identification: Grace Gandini
Resource Identification: Francine Grubb
Publicity: Rhymes Humphreys

The committee will then review their progress as measured against the time lines established in October and plan the next steps.

Representatives from Wisconsin will be present at the meeting so come prepared with any questions concerning the project.

Enclosed please find a summary of the November 18, 1980 meeting and the names and addresses of the committee. If we do not have your complete address and/or phone number please call 201-985-7769 so we can correct our list.

Someone will be calling you to confirm your attendance the week of January 19th. If you have any questions concerning the project please call Ina White, N.J. Coordinator at 201-527-2326.

Sincerely,

Ina White, Coordinator-N.J. Vocational Model for Linking
Agencies Serving the Handicapped

Priscilla R. Walsh, Program Manager-Edison

cc: George Chizmadia
Dean Garwood
Richard Kaplan
Robert Shanberg
Jacqueline Stefkovitch
Lloyd Tindall
John Wanat

MINUTES OF GLOUCESTER COUNTY MEETING

Meeting was held November 25 at Gloucester County Vocational Technical School. Each person present was asked to describe the work of his/her agency as it related to vocational education for the handicapped and what linkage agreements, if any, the agency had with other agencies. The highlights of the information shared were as follows:

1. Y.A.L.E. Academy - A. non-profit, private school provides employment orientation and testing. B. Agreements - with Woodbury.

2. Deptford High School - A. Comprehensive High School. B. Agreements - very few formal agreements work with Job Corps and employment service.

3. Gloucester County Vocational Technical School

   A. Training, Vocational evaluation and career counseling
   B. Agreements
      1. Students sent to Abilities Center for evaluation - informal agreement.
      2. Informal agreement with DVR.

4. Educational Services Commission

   A. Does testing at non-public schools; provides range of services under migrant project.
      1. Linkages with hospitals for testing.

Participants also brought a variety of human services directories and statistical reports as examples of research that has already been done. The Gloucester County Child Study Supervisor's office is compiling a complete statistical report of persons served by special education in the County Individuals that will not be included in this report (students not placed by the public schools, those over 21 years old) were discussed as well as possible sources of information about these individuals. These sources include St. John of God, Clark House, Gloucester County Association for Retarded Citizens and Marion Center.

Members of the committee were divided into three subcommittees: identification of population; investigation of available county resources and publicity. Each subcommittee will report on their work at the next meeting, which was set for January 29. Francine Grubb of Gloucester Co. Voc-Tech agreed to serve as chairperson for the county group.

Gloucester County Committee of the "N.J. Vocational Education Model for Linking Agencies Serving the Handicapped"

David DeGroodt
Career Education Coordinating Council
Washington Township High School
Box 153, R.F.D. 3
Sewell, NJ 08080
589-8500 (609)

Glenn E. Earl
County Career Education Coordinator
Gloucester County Office of Education
Tanyard and Salina Roads
Sewell, NJ 08080
468-6500 (609) or 451-8000 (609)

Grace V. Gandini
County Child Study Supervisor
Gloucester County Office of Education
Tanyard and Salina Roads
Sewell, NJ 08080
468-6500 (609)

Francine Grubb
Director of Special Needs for County Vocational School
Gloucester County Vocational School
Tanyard Road
Deptford Township, Box 196
Sewell, NJ 08080
468-1445 (609)

Dr. Rhymes Humphreys
Director of Special Services
Public Schools
Glassboro, NJ 08028
881-2290 (609)

Carlotta Johnson
Division of Vocational Rehabilitation Services
Department of Labor and Industry
81 Cooper Street
Woodbury, NJ 08096
848-5300 (609)

Thomas McLenigan
Regional Special Services
Herbert Building
Box 8, Blackwood Road
Sewell, NJ 08080
468-2015 (609)

Louis Sarandoulias
Private School Director
Y.A.L.E. Academy
St. Stephen's Lutheran Church
230 North Evergreen Avenue
Woodbury, NJ 08096
845-9256 (609)

Example Nine

Publicity Release Number One for Model Project in Gloucester County

Gloucester County is a trial site for a potential nationwide project aimed at ensuring that the vocational needs of handicapped students are met with effective interagency coordination, without duplication of services.

The project, Vocational Education Models for Linking Agencies Serving the Handicapped, is the brainchild of the Wisconsin Vocational Studies Center whose goal is to expedite the flow of information and technical assistance from Federal to State to local agencies which serve the handicapped. Gloucester County's sub-committee on the handicapped will draw advice from personnel in the fields of Vocational Education, Special Education, Vocational Rehabilitation, Guidance and Counseling and C.E.T.A. and ultimately hopes to involve such diverse groups as local United Way agencies, businessmen's associations, etc.

Of the 40 states participating in the project's first phase, New Jersey and two other states were selected to develop a linkage model among county and local agencies serving handicapped students; Gloucester and Middlesex Counties became the sites for refining working models of effective interagency coordination. The county sub-committees currently are identifying which students need services, which services already exist, where gaps in services develop, filling those gaps and eventually evaluating the entire service delivery system.

When the trial sites have completed their sharpening of services, the Project will provide various types of assistance aimed at improving services to handicapped students in other areas of the nation.

Example Ten

Publicity Release Number Two for Model Projects in Gloucester and Middlesex Counties

Effective delivery of vocational training services to handicapped students is the ultimate aim of a project now underway in Gloucester and Middlesex Counties in New Jersey. The project, Vocational Education Models for Linking Agencies Serving the Handicapped, provides resource and technical assistance to individual states in finding their way through the complexities of Federal programs and regulations addressing services to the handicapped, and in forming strategies for delivery of service through the State, County and local levels.

Three states including New Jersey are making test runs at linking agencies and coordinating services, identifying their populations of handicapped students needing training and eliminating duplication of services. Once working models of efficient service delivery are developed by the trial sites, the project can assist areas of the country in replicating a service delivery system that has been demonstrated effective.

The project is staffed by personnel of the Wisconsin Vocational Studies Center of the University of Wisconsin under a grant supplied by the U.S. Department of Education. In New Jersey the project is administratered through the Occupational Resources Center of the Educational Improvement Center-Central.

Example Eleven

Brochure Developed by Gloucester County Committee
Members Describing Vocational Services

If you have any further questions contact:

**Gloucester County
Office of Education
or
Division of
Vocational Rehabilitation
Services**

Note: This brochure does not include all agencies providing services to the handicapped. It is only a starting point to find vocational services for the handicapped.

cover design by [illegible], commercial art
layout and production by [illegible], graphic communications
students of the gloucester county area vocational technical school

Are You Looking For:

Vocational Services for the Handicapped in Gloucester County

Who Might Inquire?

School Age - 16 to 21 years old - children who, because of some physical, emotional, intellectual or social problem need the help of a special education program in order to learn to their fullest ability (as per N.J.S.A. 18A:46-1 et seq. and N.J.A.C. 6:28-1.1 et seq.)

Who do you contact

- high school counselor or teacher
- local school district
- Gloucester County Area Vocational-Technical School 468-1445
- Gloucester County Office of Education 468-6500

Services Provided

- career counseling and guidance
- vocational assessment
- job training
- job placement

Who is Eligible?

Out of School - any age - people of working age, having a mental or physical disability that is a substantial handicap to employment and who could benefit from services to make them able to work in a competitive or sheltered situation.

Who do you contact

- Division of Vocational Rehabilitation
  - Local Office 848-5300
  - Trenton 292-5987
- Commission for the Blind
  - Local Office, Camden 757-2815
  - Newark Office

Services Provided

- diagnostic services
- vocational assessment
- counseling and guidance
- medical services
- physical aids
- job training
- job placement & follow-up

Example Twelve

Letter of Invitation to Attend Statewide Workshop on Coordination of Vocational Services for the Handicapped

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

April 6, 1981

Dear Colleague:

Your name has been suggested as one who would be interested in participating in an invitational workshop on: Coordination of Vocational Services for the Handicapped scheduled for Tuesday, May 12, 1981 at the Rutgers University Busch Campus Center in Piscataway, New Jersey.

The focus of the workshop is to bring together persons from various disciplines and agencies representing a specific region to work in small groups on a plan that would encourage coordination and collaboration of vocational services for the handicapped in the region.

All participants will be assigned to small groups organized by Educational Improvement Center (E.I.C.) Regions.

The four E.I.C. Regions and the counties they cover are: Northeast: Bergen, Essex, Hudson, Union; Northwest: Hunterdon, Morris, Passaic, Somerset, Sussex, Warren; Central: Burlington, Mercer, Middlesex, Monmouth, Ocean; South: Camden, Cape May, Cumberland, Atlantic, Gloucester, Salem.

To facilitate the development of these plans we are asking each participant to complete a Pre-Conference Form on availability of services and return it with your pre-registration.

The pre-registration form and flyer on workshop, pre-conference form, and directions to Busch Campus are enclosed.

We are looking forward to your participation in this important conference on 'coordination of vocational services for the handicapped'.

Sincerely,

Priscilla R. Walsh
Program Manager-Edison

PRW/ek

Enclosure: May 12 W/S Brochure
Pre-conference

Example Twelve (contd.)

THE YEAR OF THE HANDICAPPED: WORKING TOGETHER TO IMPROVE OPPORTUNITIES

Pre-Conference Form*

County __________
Region (EIC) __________

Name of Participant __________
Agency/Group Representing __________
Position __________

	AVAILABILITY				
Services for the handicapped (list of ideas only)	Service provided by above named agency or group	Service provided by above named agency/group to other agencies/groups (please list names on back of sheet)	Above mentioned agency/group offers this service and would/could share with other agencies/groups	Clients/students in above agency/group receive services from another agency/group (please name)	Services needed for clients/students
personal counseling					
family counseling					
career counseling					
career exploration					
vocational training (if offered, please list program areas on back)					
vocational assessment					
work adjustment program					
work experience or co-op					
job placement					
on-the-job training					
faculty/staff inservice training					
employer sensitization					
public awareness					
others (please list)					

Example Twelve (contd.)

INVITATIONAL WORKSHOP

COORDINATION OF VOCATIONAL SERVICES FOR THE HANDICAPPED

'WORKING TOGETHER TO IMPROVE OPPORTUNITIES'

TUESDAY, MAY 12, 1981

RUTGERS UNIVERSITY
BUSCH CAMPUS CENTER
PISCATAWAY, N.J.

(EIC/C S EDISON PROGRAM)
BLDG. 871 - PLAINFIELD AVENUE
EDISON, N.J. 08817

COORDINATION OF VOCATIONAL SERVICES
FOR THE HANDICAPPED

TUESDAY - MAY 12, 1981

REGISTRATION REQUEST-
PLEASE PRINT OR TYPE

Name ______________________________

Home Address ______________________________

City/Town ____________________ Zip __________

Phone (Home) ____________________ (Bus.) __________

School/Bus. Address ______________________________

____

Position ______________________________

☐ Attached is my check, P.O. or money order in the amount of $ 5.00.

Make payable to NJORC-EIC/C.

Mail to:
Mrs. Priscilla R. Walsh,
Program Manager, Edison
N.J. Occupational/Consumer
Resource Center (EIC-C's
Edison Program)
Bldg. 871 - Plainfield Avenue
Edison, New Jersey 08817

Registration requests will be accepted in order in which they are received. Attendance will be limited to 100 persons. Pre-registration deadline is May 5 1981.

Example Twelve (contd.)

AGENDA OVERVIEW

9:00 a.m.	Registration & Coffee
9:30 a.m.	Introduction and Welcoming Remarks Harold Seltzer, Division of Vocational Education and Career Preparation, N.J. Department of Education. James Richardson, Division of School Programs, Bureau of Special Education, N.J. Department of Education. George Chizmadia, Division of Vocational Rehabilitation. Richard Smith, Governor's Grants-CETA, N.J. Department of Labor and Industry.
10:00 a.m.	"An Alternative Approach to Linkage Models" A. Rittmaster, President, Association for the Advancement of the Mentally Handicapped.
10:30 a.m.	"The New Jersey Model Linkage Project" Ina White, Project Coordinator.
11:00 a.m.	Organization and Charge to Small Groups
11:20 a.m.	Small Group Work Sessions
12:00	Buffet Luncheon Presentation: "International Year of the Disabled Person"
1:30 p.m.	Small Group Work Sessions
2:30 p.m.	Summary Reports

REGISTRATION INFORMATION

To register for the conference, please complete the pre-registration form and return it with your check, P.O. or money order for $ 5.00 (made out to the NJORC-EIC/C) to:

Mrs. Priscilla R. Walsh
Program Manager-Edison
N.J. Occupational/Consumer Resource Center
Bldg. 871-Plainfield Avenue
Edison, New Jersey 08817
(201) 985-7769

Deadline for registration is May 5, 1981

DIRECTIONS TO BUSCH CAMPUS CENTER

FROM N.Y. & NO. JERSEY

N.J. Turnpike South to Exit 10, Take 287 No. to the Rt. 18 Exit. Follow blue signs to Rutgers Athletic Center. Rt. 18 East to 4th traffic light (Metlars Lane). Make left to next traffic light (Davidson Rd.) Pass Admin. Serv. Bldg. make left at Bartholomew Rd. On your right pass the bank, next is the parking lot for the Center, then the Busch Campus Center.

FROM MORRISTOWN, SOMERVILLE AREA

Take 287 So. to the Rt. 18 Exit and proceed as above

FROM SO. JERSEY & PENNA.

N.J. Turnpike No. to Exit 9. Follow Rt. 18 West towards New Brunswick across Albany St. Bridge. Take your immediate left still following Rt. 18 West (River Rd.) Go to 2nd traffic light (Metlars Lane) make right to next traffic light (Davidson Rd.) and proceed as above.

CONFERENCE HIGHLIGHTS

Purpose:

- To present participants with models demonstrating coordination of services for the handicapped and to have participants develop models for linking agencies serving the handicapped at the county/regional level.

SPONSORSHIP

This conference is being co-sponsored by the New Jersey Association of Vocational Education Special Needs Personnel; N.J. Occupational/Consumer Resource Center (ECI/C's Edison Program); and the N.J. Department of Education, Division of Vocational Education and Career Preparation, Bureau of Special Programs.

THE VIRGINIA INTERAGENCY LINKAGE MODEL

INTRODUCTION

The Virginia Model for Linking Agencies Serving Handicapped Students is based on an interagency agreement between vocational education, special education and vocational rehabilitative services (see following page). Each State agency has a committee which develops a list of available services and needs. Formal written agreements were developed between the Department of Education and the Department of Rehabilitative Services in three areas: 1) Vocational Education, 2) Special Education, and 3) Rehabilitative Services. The roles of each agency are defined in the cooperative agreements (See Example 13). These cooperative agreements are reviewed and updated annually.

Prior to 1978, Virginia was actively involved in coordinating interagency efforts for serving the handicapped among the various State agencies. Interagency efforts were reviewed in regards to the effect of legislation, the available services and the organizational structure of the State agencies. The Virginia Model Linkage Agreement between the Departments of Education and Rehabilitative Services was first introduced at six regional meetings in February of 1979. These meetings presented an opportunity to provide direction to the localities and discuss State concerns. A plan of action was developed to facilitate increased communications between the agencies providing services to the handicapped. Preceding these regional meetings, the State representatives attended a national workshop on "Co-operative Planning for the Handicapped," which addressed increasing vocational services for handicapped individuals.

In the Spring of 1980, Virginia was selected as one of three States which would serve as Model States in the U.S. Department of Education Project contracted with the Wisconsin Vocational Studies Center. The Virginia Model for Linking Agencies Serving Handicapped Students is based on the State level interagency service agreement between the Department of Education (Division of Vocational Education and Special Education) and the Department of Rehabilitative Services. The provisions of the agreement identify the services and responsibilities of each agency.

MODEL FOR LINKING AGENCIES SERVING HANDICAPPED STUDENTS IN VIRGINIA

I. Develop and/or revise interagency agreement between vocational education, special education and vocational rehabilitative services.

- A. Each State agency should have a committee to develop a list of available services.
- B. Available services should be reviewed by the appropriate agency advisory committee.
- C. The agreements will be signed by the head of eacy agency.

II. Through random sampling of local school divisions to assess what are the needs for serving handicapped students.

III. Development of goals and objectives and identify the responsibilities of each agency.

- A. Utilization of a task force with representation from special education, vocational education and rehabilitation services to develop goals and objectives which addresses the identified needs and agency responsibilities.
- B. Review and revise, where needed, with appropriate State staff a system for effectively delivering services to localities.

IV. A Statewide delivery system to localities.

- A. Regional meeting
  - 1. Representatives/participants
    - a. Vocational educational administrators
    - b. School counselors
    - c. Special education administrators
    - d. Rehabilitative services counselors
  - 2. Localities in each region
    - a. Planning districts 20, 21, and 22 (Norfolk, Virginia)
    - b. Planning districts 14, 15, 18, and 19 (Richmond, Virginia)
    - c. Planning districts 8, 9, 16, and 17 (Woodbridge, Virginia)
    - d. Planning districts 6, 7, and 10 (Fisherville, Virginia)
    - e. Planning districts 5, 11, 12, and 13 (Lyncnburg, Virginia)
    - f. Planning districts 1, 2, 3, and 4 (Marion, Virginia)
  - 3. Purpose - To facilitate the delivery of appropriate comprehensive career, vocational, special education and rehabilitation services to the secondary and post secondary handicapped individuals.

a. Clarify and review the policy of State programs in respect to collaborative planning for delivery of special education, vocational education and vocational rehabilitation services.

b. Identify concerns and problems related to the delivery of comprehensive services and discuss possible resolutions.

c. Present a model for developing interagency cooperative agreements at the local level.

d. Assists local representatives in the initial steps for development or refinement of cooperative agreements.

e. Complete a timeline for completion and implementation of the interagency agreements.

4. Local agreement development

    a. Appoint local task force with representation from vocational education administrators, school counselors, special education administrators, rehabilitative services counselors.

    b. Develop local agreements.

    c. Submit to appropriate State agency.

V. Annual revision of agreements showing continuing services.

VI. Evaluation and Follow-up

A. Three to five years after students have completed the vocational programs in the area for which they were trained. (Use vocational education follow-up instrument).

The State Linkage Team Leader is the Supervisor of Vocational Education, Special Programs, Disadvantaged and Handicapped Projects. Other team members represent the Department of Rehabilitative Services, Division of Special Education, Guidance and other areas as needed. (See Example 14 for list of State level team members.) This team developed the Virginia Model, initiated the cooperative agreements and is responsible for the implementation of the Virginia Linkage Model. The State level team meets on a regular basis to work on implementation activities and to make the appropriate improvements in the delivery of the model to local areas.

The State Linkage Team conducted a random sampling of local school divisions to assess the needs of handicapped students. These identified needs and prospective solutions are incorporated into the agreements. Upon completion of the interagency agreements and model development, implementation began at the local level.

LOCAL LEVEL IMPLEMENTATION

The ultimate objective of the State Linkage Team is to have each local educational agency form their own local linkage team for the purpose of improving vocational education services to handicapped students. A start toward this goal was the selection of four local education agencies to pilot the State Model. The vocational directors in each of the four Local Education Agency (LEA) areas volunteered to serve as local team leaders. (See example for list of local level team members.) These local team leaders work cooperatively with special education and guidance personnel to implement the local interagency linkage plan. The local plan compliments the State Interagency Linkage Plan and is informal in nature.

A formal agreement was made between the local education agency and the Department of Rehabilitative Services. The purpose of the linkage agreement is to provide the appropriate services to handicapped students enrolled in the LEA. The agreement delineates the services provided by each agency.

A member of the State Linkage Team works with the local vocational director in developing the local model. In addition, a workshop was held for linkage team personnel from all four local education agencies. The purpose of the workshop was to share ideas and develop implementation strategies. The long range goal is to utilize the four LEA's to improve the linkage process and then implement the local model on a State-wide basis. Copies of the Greensville County and the Lynchburg Public Schools linkage agreements with the Department of Rehabilitative Services are found in Examples 16 and 17.

SUPERINTENDENTS IEP MEMO

In early 1981, the Virginia Superintendent of Public Instruction and the Assistant Superintendent for Curriculum and Instruction issued a Regulatory Memorandum regarding the role of vocational educators in the development of the Individualized Education Program (IEP) for handicapped students (Example 18). This memorandum states that the IEP Committee for any handicapped student whose educational program may or does include a vocational offering, shall involve a vocational educator. This requirement applies to handicapped students identified as eligible for special education services. Carrying out this directive assures that vocational educators will be involved in the IEP and encourages the cooperation of vocational and special educators.

PRELIMINARY EVALUATION OF THE VIRGINIA MODEL

Strong Points of the Virginia Interagency Linkage Model

Over a period of two to three years an interagency linkage model has been formalized among the major agencies at the State level. As a result of the formal State level and local level agreements, many informal linkages have also materialized. It is apparent that effective interagency linkages develop over a period of time. At this point in time the strong points of the Virginia Interagency Linkage Model were identified. Their points are listed as the following:

1. A State Linkage Team has been formed and is operational and the areas of vocational and special education, rehabilitation and guidance work as a team.

2. Formal interagency agreements have been developed at the State level and activities to implement at the local level are under way.
3. Four local teams are utilizing the State Linkage Model.
4. A plan for State-wide implementation is under development.
5. A more comprehensive educational plan is available to handicapped students as a result of the cooperative efforts among the participating agencies.
6. Handicapped students are identified earlier and a smoother transfer into rehabilitation and vocational programs is expected.
7. The linkage facilitates a continuous comprehensive service to handicapped students.

Some Unresolved Problems and Questions

Some problems and questions about the Virginia Model exist and are a challenge to the linkage team at the State and local level. An advantage of a cooperating State level team is that a system for addressing problems is in operation and the process for solving problems is available. Some specific problems are listed below:

1. A need to coordinate the Individualized Written Rehabilitation Program (IWRP) and IEP.
2. Some negative attitudes and misconceptions on the part of some teachers and administrators.
3. Does the local level linkage team serve handicapped students who are not eligible for Department of Rehabilitative services?
4. How will the linkage agreements be evaluated and what criteria will be used to determine if the linkage activities were successful?

The Role of the State Team Leader

The State team leader will:

1. Explain policies and procedures.
2. Communicate the linkage team activities to the Administrative Director of Vocational Education.
3. Work with local team leaders as to his responsibilities to the local team.

4. Develop and/or revises State interagency agreements between vocational education, special education and vocational rehabilitative services.
5. Call all state meetings, develop the agenda and see that all goals and/or objectives are met.
6. Communicate information at all levels; state, regional and local.

The Role of the Local Team Leader

The Local Team Leader will:

1. Call all local meetings of team members including teachers of special and vocational education, guidance person, supervisor of special education and representatives of rehabilitative services.
2. Preside over meetings.
3. Make resource material available for team.
4. Secure consultants and other professional personnel.
5. Send summary of meetings to all team members.
6. Act as liaison between local and state teams.
7. Be responsible for writing agreement using input from local team members.
8. Make presentation to local school board for approval.
9. Make information about agreement available to community using all available news media.
10. Monitor use of agreement for evaluative purposes.
11. Review agreement and make plans to update as needed.

FUTURE DIRECTIONS AND DEVELOPMENTS

The future direction of the cooperative interagency efforts in Virginia will be to expand the models for cooperatively improving the vocational education services for handicapped individuals in Virginia. This will be accomplished by increasing the number of model school divisions and encouraging surrounding counties to implement a similar plan of interagency cooperation. The state team will also conduct regional meetings to update local supervisors on issues related to developing effective interagency agreements. These activities and a continuation of the efforts previously established should insure an effective degree of interagency cooperation between the Department of Education and the Department of Rehabilitative Services.

OVERVIEW OF THE MODEL DEVELOPMENT PROCESS

A record of the interagency communications which took place as the Virginia Model was being developed and implemented can be found in Examples 19 through 35. These examples provide the reader with an insight into the necessity of maintaining open communication among team members and to the need for continual progress toward the teams objectives.

Example Thirteen

Proposed FY 81
Interagency Service Agreement
Between
The Department of Rehabilitative Services
The Department of Education

The Division of Vocational Education agrees to:

1. Provide needed consultation to assure the initiation of cooperative education programs for handicapped students involved in local school divisions, other state agencies and institutions in accordance with the Virginia Vocational Education State Plan and the Vocational Education Amendments of 1976, (P.L. 94-482).

2. Provide consultative services to local school divisions, other state agencies and institutions to assure initial placement and maintenance of eligible handicapped students in regular vocational education programs.

3. Reimburse local school divisions, other state agencies and institutions for approved vocational education programs for handicapped students in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of special vocational education programs for the handicapped eligible for special funding.

5. Determine the eligibility of applicants to be employed as teachers providing vocational education programs for handicapped students.

6. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Division of Special Education and the Department of Rehabilitative Services an in-service training program on the implementation of this interagency agreement at the local level.

8. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of in-service training needs of local school divisions and State personnel in the provision of appropriate education services for handicapped students in the least restrictive environment.

9. Assist the Division of Special Education in the approval of private schools providing vocational education training for handicapped students.

Example Thirteen (contd.)

10. Reimburse Woodrow Wilson Rehabilitation Center for vocational education teachers employed to provide instruction for handicapped students participating in vocational education programs.

11. Develop policy and guidelines to insure the provision of vocational education/vocational rehabilitation services to handicapped students in the least restrictive environment at the local level.

12. Develop policy and guidelines to insure the cooperative participation of appropriate vocational education, special education and vocational rehabilitation personnel in the development and implementation of IEP's/IWRP's for special education students.

13. Cooperate with the Department of Rehabilitative Services in the development of policy and guidelines to facilitate the provision of vocational assessment services to handicapped students.

Example Thirteen (contd.)

The Division of Special Education agrees to:

1. Provide needed consultation to assure the initiation of cooperative education programs in local school divisions, state schools and institutions serving handicapped students in vocational education programs according to P.L. 94-142 and P.L. 94-482.

2. Provide consultative services to local school divisions, state schools and institutions to maintain appropriately placed handicapped children in regular vocational education programs.

3. Provide financial assistance to local school divisions for jointly approved cooperative vocational education programs for handicapped students. Reimburse local school divisions, state schools and institutions in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the determination of special vocational education programs for the handicapped eligible for special funding.

5. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

6. Plan and implement with the Division of Vocational Education and the Department of Rehabilitative Services, an inservice training program on the implementation of this interagency agreement.

7. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the determination of inservice training needs of local school divisions and state personnel in the provision of appropriate education services for handicapped students in the least restrictive environment.

8. Approve, in cooperation with the Division of Vocational Education, private schools providing vocational education programs for the handicapped.

9. Reimburse Woodrow Wilson Rehabilitation Center for special education teachers employed to provide instruction for handicapped students participating in vocational education programs.

10. Develop policy and guidelines to insure the provision of vocational education and vocational rehabilitation services to handicapped students in the least restrictive environment.

Example Thirteen (contd.)

11. Develop policy and guidelines to assure the cooperative participation of appropriate special education, vocational education, and vocational rehabilitation personnel in the development and implementation of IEPs/IWRPs for special education students.

12. Cooperate with the Department of Rehabilitative Services in developing policy and guidelines to facilitate the provision of vocational assessment services to handicapped.

13. Determine and refer eligible school age individuals 16 years of age and above for vocational rehabilitation services. The primary Special Education student population targeted for referral to DRS are:
    - students anticipated to be within one year to eighteen months of completion of their planned public education program.
    - students, particularly severely/multiple handicapped individuals, in need of ancillary vocational rehabilitation services in support of their educational/vocational training program.

Example Thirteen (contd.)

The Department of Rehabilitative Services agrees to:

1. Provide needed consultation for development and maintenance of cooperative education programs in local school divisions, State schools, and institutions serving handicapped students in vocational education programs, (mandates).

2. Provide consultative services to local school divisions, State schools, and institutions to maintain appropriately placed handicapped children in regular vocational education programs.

3. Cooperate with the Division of Special Education and Vocational Education in the approval of special vocational education programs for handicapped students.

4. Cooperate with the Department of Education in the development of guidelines and procedures for the implementation of this interagency agreement.

5. Plan and implement with the Divisions of Vocational Education and Special Education an in-service education program for State and local personnel on the implementation of this interagency agreement on the local level.

6. Cooperate with the Division of Vocational Education and the Division of Special Education Services in the determination of inservice training needs of local school divisions and state personnel in the provisions of appropriate education services for handicapped students in the least restrictive environment.

7. Provide vocational rehabilitation services at the Woodrow Wilson Rehabilitation Center on a joint funding basis between DRS and local school divisions. These services will be considered primarily for those special education eligible student/clients in need of a comprehensive residential rehabilitation program and for whom services are not available in their home community.

8. Develop policy and guidelines to insure the utilization of the least restrictive environment in the provision of vocational education/vocational rehabilitation services to special education students determined eligible for VR services.

9. Develop policy and guidelines to insure the cooperative participation of appropriate special education, vocational education, and vocational rehabilitation personnel in the development and implementation of IEPs/IWRPs for special education students determined eligible for VR services.

Example Thirteen (contd.)

10. Develop policy and guidelines to facilitate the provision of vocational assessment services to special education students with an identified need for these services.

11. Determine the eligibility of school age individuals 16 years of age and above referred by educational agencies for vocational rehabilitation services. The primary Special Education student population targeted for referral to DRS are:

    - student anticipated to be within one year to eighteen months of completion of their planned public education program.
    - students, particularly severely/multiple handicapped individuals, in need of ancillary vocational rehabilitation services in support of their educational training program.

12. Provide vocational rehabilitation services for those handicapped school age persons found eligible. Services will be provided in line with current DRS policy on services to school age persons. Services will be provided in line on DRS Order of Selection Criteria.

Example Fourteen

VIRGINIA MODEL TEAM - STATE LEVEL

Team Leader

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Disadvantaged/Handicapped
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Mr. Howard Green, Coordinator
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Division of Special Education and Pupil Personnel Services
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Ms. Patricia White
Supervisor Health Related Services
Division of Special Education Program and Pupil Personnel Services
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Tony Faina, Supervisor
Private School Approval
Division of Special Education Administration and Finance
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Richmond, VA 23216
PHONE: (804) 225-2887

Example Fifteen

VIRGINIA MODEL TEAM - LOCAL LEVEL

Team Leader - Albemarle County

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Clayton D. Lewis
Coordinator, Special Education
Albemarle County Schools
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Charlottesville, VA 22901

Team Leader - Richmond City

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Director of Vocational Education
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Program Supervisor
Department of Rehabilitative
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Dr. James W. Tyler
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Richmond, VA 23219

Dr. George McClary
Director of Pupil Personnel
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Team Leader - Lynchburg City

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School Psychologist
Lynchburg Public Schools
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Lynchburg, VA 24505

G. Kirk Averett
Program Supervisor
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Lynchburg, VA 24505

Example Fifteen (contd.)

Team Leader - Greensville County

McKinley R. Tucker
Director of Vocational Education
Greensville County School Board
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Emporia, VA 23847

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Rehabilitation Counselor
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Sam Owen
Division Superintendent
Greensville County Public Schools
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Emporia, VA 23847

Joseph Jones
Coordinator, Federal Programs
Greensville County Public Schools
P.O. Box 1156
Emporia, VA 23847

Example Sixteen

AGREEMENT OF COOPERATION
between
THE DEPARTMENT OF REHABILITATIVE SERVICES
and the
GREENSVILLE COUNTY PUBLIC SCHOOLS
Emporia, VA 23847

1981-82

I. PARTIES

The parties of this agreement are the Greensville County Public Schools herinafter referred to as the SCHOOL SYSTEM and the Department of Rehabilitative Services, hereinafter referred to as the DEPARTMENT.

II. AUTHORITY

Federal Law (P.L. 93-112, as amended Section 1361.11 and Section 136.131) Code of Virginia; Chapter 15.1 Section 22-330.1 through 22-30.11 Virginia Department of Rehabilitative Services Annual State Plan other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of this agreement is to continue providing appropriate vocational rehabilitation services to disabled students enrolled in the School System who meet the eligibility requirements of the Department. The agreement delineates the services that will be provided by each agency and the types of services that are needed in the local school area. The mechanics of operations will be discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. SERVICES NEEDED FOR DISABLED STUDENTS

A. Services Needed by ALL Disabled Students

1. Counseling services (to include parent/family, staff, and community counseling).
2. Work adjustment training (to include job readiness and social skill training).
3. Appropriate vocational training options (to include modification of existing training models).
4. Transportation of community based work training sites.
5. Job development, placement, and follow-up services.
6. To develop a Community Job Bank.
7. Service options for early leavers.

B. Services Needed by Special Categories of Handicapped Students

1. Trainable Mentally Retarded

   a. Appropriate assessment techniques including psychologicals, sociologicals, educational, and physical.

   b. Additional sheltered and non-sheltered employment positions.

2. Physically Handicapped

   a. Modification of community barriers (to include barriers to public transportation).

   b. Early referral to DRS services.

   c. Physical restoration.

V. MECHANICS OF OPERATION AND SERVICES PROVIDED

A. The School SYSTEM Will:

1. Guidance counselors at Jr. and Sr. High Schools will serve as designees for general education.
2. The Special Education Supervisor will serve as one contact person for all special education students.
3. Meetings between DRS representative will be established as needed.
4. Provide space for counseling sessions between DRS and a client.
5. Provide initial contact with family and student (letter, telephone, etc.).
6. Arrange initial meeting between DRS and parent/guardian or student if appropriate.
7. Provide general information to community regarding DRS.
8. Provide appropriate psychological, social, educational, speech, and specific medical assessment in accordance with student's IEP.
9. Provide academic, pre-vocational, and vocational instructions.
10. Develop work study opportunities for certain special education students who qualify for Educable Mentally Retarded Resource Model Program.
11. Provide counseling for academic, personal and vocational adjustment for special education students.

B. The Department of Rehabilitative Services Will: (note -- when DRS funds are to be used the Priority of Selection Criteria currently in effect will apply).

1. Once introduced to parent or guardian, obtain release of information signature.

2. Respond promptly when referrals from school systems are made.
3. Provide feed-back to the school contact regarding services rendered to each client.
4. Provide in-put in the development of IEP's and IWRP's if needed for each special education student/ DRS client.
5. Provide the school system with a copy of the IWRP developed for each client who is a school age student.
6. Provide services when deemed appropriate by both DRS and the school contact as determined on an individual basis; that is, although the majority of clients will be seniors or entering their senior year, instances will occur when it is expected the DRS will provide services prior to the senior year (in any case, DRS involvement will not be prior to age 16).
7. Provide vocational evaluations for special education students eligible for rehabilitative services when these services are not available through the school system.
8. Provide vocational counseling and guidance.
9. Provide job development and job placement in concert with the school system.
10. Provide physical and mental restoration.
11. Provide work study support, occupational tools and transportation to job training sites.
12. Provide post employment services.
13. Provide transportation for vocational rehabilitation services.
14. Provide full range VR services once student has terminated or graduated from the school system.

VI. PROGRAM AND SERVICES FOR GENERAL EDUCATION STUDENTS

A. The School System Will:

1. Prepare students for post school training and placement.
2. Provide counseling and other programs to help keep the individual in the school system.

B. The Department Will:

1. Provide appropriate services for individuals eligible for rehabilitative services who are handicapped but not eligible for special education which includes:

a. Diagnostic information.
b. Vocational guidance and counseling.
c. Vocational testing.
d. Physical and mental restoration.
e. Work adjustment and vocational training.
f. Job development and placement.
g. Post employment services and any other appropriate rehabilitative services which would help the individual become employable.

VII. IN-SERVICE TRAINING

It is very important that the SCHOOL SYSTEM and the DEPARTMENT both learn how the services that are available and the operational procedures should be followed for each agency. There should be annual in-service training workshop to enhance the coordination and cooperation between the two agencies.

A. The DEPARTMENT Will:

1. Include as part of their in-service training to schools:
    a. Information concerning work adjustment techniques.
    b. Criteria for acceptance of a client for rehabilitative services.
    c. Types of services available.
    d. Mechanics of referral process.
    e. The IWRP.

B. The school will provide to the department staff information to include:

1. Services provided by Greensville County Public Schools.
2. Time line for providing services.
3. IEP (Individual Educational Program).
4. Diversity of school settings.
5. Greensville County Public School Organization

VIII. SUMMARY

This agreement is set forth to provide information to both the rehabilitative services staff and the Greensville County Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals, and providing services to clients eligible for special education and vocational rehabilitation. It also gives us staff guidance in how we should operate on a day-to-day basis.

X. TERMINATION

This condition may be terminated for cause by either party hereto and the contract shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of involved agencies; or in the event of a reduction of funding of either agency, a service may be modified, curtailed, or terminated upon sixty days written notice to the cooperating agency.

This contract becomes effective July 1, 1981, and will terminate June 30, 1982, subject to renewal with or without amendments. This contract will be reviewed and evaluated annually and may be amended by mutual consent of parties concerned in accordance with the contract's aforementioned conditions.

This contract is made in duplicate, each of the parties hereto bearing a copy thereof which copies shall be deemed an original.

SIGNATURE: ______________________________ DATE: ____________________
Regional Director, DRS

SIGNATURE: ______________________________ DATE: ____________________
Sup't of Greensville Co. Schools

Example Seventeen

LINKAGE AGREEMENT
BETWEEN
THE DEPARTMENT OF REHABILITATIVE SERVICES
AND THE
LYNCHBURG PUBLIC SCHOOLS

I. PARTIES

The parties of this linkage agreement are the Lynchburg Public Schools, hereinafter referred to as the SCHOOL SYSTEM and the Department of Rehabilitative Services, hereinafter referred to as the DEPARTMENT.

II AUTHORITY

Federal Law (P.L. 93-112, as amended, Section 1361.11 and Section 1361.131); Code of Virginia, Chapter 15.1, Section 22-230.1 through 22-330.11; Virginia Department of Rehabilitative Services Annual State Plan; and other appropriate laws and documents (Federal and State).

III. PURPOSE

The purpose of the linkage agreement is to provide appropriate rehabilitative services to disabled students enrolled in the Lynchburg Public Schools who meet the eligibility requirements of the Department of Rehabilitative Services. The agreement delineates the services that will be provided by each agency and the types of services that are needed in the local school area. The mechanics of operations will be discussed in the agreement to enhance the success of cooperation between the two agencies.

IV. SERVICES NEEDED FOR DISABLED STUDENTS

A. Services Needed by All Disabled Students

1. Counseling
2. Job entry skills training (classroom)
3. Work adjustment training
4. Vocational training
5. Transportation to community based work training sites
6. Job development, placement, and follow-up services
7. Service options for students terminating school training prior to graduation

8. Vocational evaluation
9. Job survey data for matching students to local employment opportunities
10. Curriculum development (basic life/survival skills)

B. Additional Needs of Special Categories of Handicapped Students

1. Trainable mentally retarded
   a. Additional sheltered and non-sheltered employment positions
   b. Work activity training
   c. Counseling and support services for family members
   d. Group home or other supervised housing
2. Physically Handicapped
   a. Modification of community barriers
   b. Early referral to Department of Rehabilitative Services
   c. Physical restoration

V. MECHANICS OF OPERATION AND SERVICES PROVIDED

A. The School System Will:

1. Identify a contact person (Director of Guidance, Secondary Schools) for general education and all special education programs.
2. Provide initial contact with family and student.
3. Arrange initial meeting between Department of Rehabilitative Services and parent/guardian or student as appropriate.
4. Provide general information to community regarding Department of Rehabilitative Services.
5. Provide appropriate psychological, educational, socio/cultural speech, and specific medical assessment.
6. Provide academic training.
7. Provide pre-vocational, work adjustment, and vocational instruction
8. Provide counseling for academic, personal, and vocational adjustment to special education students.
9. Distribute the Department of Rehabilitative Services School Survey form to the Guidance Director of each high school to give to each member of the senior class as deemed appropriate.

B. The Department of Rehabilitative Services Will:

1. Once introduced to parent or guardian, initiate referral process.
2. Establish a regularly scheduled monthly meeting with each school being served or as needed.
3. Provide feedback to the school contact regarding services rendered to each client.
4. Make every effort to maintain counselor loads as established during the summer of each year, such that counselor assignments do not shift during the school year.
5. Provide input in the development of Individualized Education Programs (IEP) and Individualized Written Rehabilitation Programs (IWRP) for each special education student/DRS client.
6. Provide the school system with a copy of the IWRP developed for each client who is a school age student.
7. As appropriate, certify eligibility for the Targeted Jobs Tax Credit Program (TJTC).
8. Provide services when deemed appropriate by both DRS and the school contact as determined on an individual basis; that is, although the majority of clients will be seniors or entering their senior year, instances will occur when it is expected that DRS will provide services prior to the senior year (in any case, DRS involvement will rarely be prior to age 16).
9. Provide vocational evaluations for special education students eligible for rehabilitative services when these services are not available through the school system.
10. Provide vocational counseling and guidance.
11. Provide job development and job placement in concert with the school system.
12. Provide physical and mental restoration.
13. Provide work study support, occupational tools, and transportation to job training sites.
14. Provide post employment services.
15. Provide transportation for rehabilitative services.
16. Provide full range rehabilitative services once student has completed a prescribed curriculum or graduate from the school system.
17. Survey the senior class utilizing the survey form when appropriate.

VI. PROGRAM AND SERVICES FOR GENERAL EDUCATION STUDENTS

A. The School System Will:

1. Prepare students for post school training and placement.
2. Provide counseling and other programs to help keep the individual in the school system.
3. Distribute the DRS High School Survey form to each member of the senior class when requested.

B. The Department Will:

1. Provide appropriate services for individuals eligible for rehabilitative services who are handicapped but not eligible for special education which includes the following:
    a. Diagnostic information
    b. Vocational guidance and counseling
    c. Vocational testing
    d. Physical and mental restoration
    e. Work adjustment and vocational training
    f. Job development and placement
    g. Post employment services and any other appropriate rehabilitative services which would help the individual become employable.

VII. IN-SERVICE TRAINING

It is important that the SCHOOL SYSTEM and the DEPARTMENT be familiar with the services available and the operational procedures used by each agency. In-service training workshops will be conducted for appropriate staff from both agencies as needed to accomplish this goal.

A. The Department Will:

1. Include as part of their in-service training to the schools:
    a. Criteria for acceptance of a client for rehabilitative services.
    b. Types of services available.
    c. Mechanics of referral process.
    d. The IWRP. (Individualized Written Rehabilitation Program)
    e. Arrange visitations to training facilities such as Woodrow Wilson Rehabilitation Center, Sheltered Workshop of Lynchburg, etc. as requested.

B. The School will Provide to the Department Staff Information to Include:

1. Services provided by Lynchburg Public Schools.
2. Time line for providing services.
3. The IEP. (Individualized Education Program)
4. Diversity of school setting.
5. Lynchburg Public School organizational structure.

VIII. SUMMARY

This linkage agreement is set forth to provide information to both the rehabilitative services staff and the Lynchburg Public Schools concerning operations of each agency and procedures that should be followed in accepting referrals and providing services to clients eligible for special education and rehabilitative services. It provides us with specific operational procedures for unified service delivery.

IX. TERMINATION

The conditions of this linkage agreement may be terminated for cause by either party hereto, and the agreement shall automatically terminate in the event program funds are withheld or are not available in any manner beyond the control of agencies involved; or in the event of a reduction of funding of either agency, a service may be modified, curtailed or terminated upon sixty days' written notice to the cooperating agency.

I. PROGRESS IN LINKAGE MODEL IMPLEMENTATION

Since the Linkage Model was formally developed for the 1979-80 school year, considerable progress has been made. There has always been a good relationship between the Department of Rehabilitative Services and the Lynchburg Public Schools, but the formalization of this model has provided a system whereby those less personally familiar with available services can make needed contacts.

II. PRESENT STATUS OF THE LINKAGE PLANS

The model is in operation at this time, has been mutually agreed upon, and signed by local agency heads. The model has been distributed to school and agency personnel and is included in the Annual Six-Year Plan. It is annually reviewed and revised to reflect needs determined by each agency.

III. SUCCESSES OF THE LINKAGE MODEL

The agreement has provided each agency with a greater sphere of knowledge and access to consultative resources. By including consultative information from DRS, the LPS is able to plan a more comprehensive future for students currently in S.E. programs, expanding educational alternatives, and developing vocational goals.

DRS is able to identify clients earlier, monitor their school progress, plan appropriate school experiences, facilitate smooth transfers into the DRS program, and future employment.

The Linkage allows continuous, comprehensive services to students/clients and exposure of LPS personnel to ideas.

IV. UNRESOLVED PROBLEMS IN THE LINKAGE MODEL

1. Various educational planning conflicts internal within the school system.
2. Some negatively prevailing attitudes and misconceptions on the part of teachers and administrators.

V. FAILURES OF THE LINKAGE MODEL

None

VI. RECOMMENDATIONS FOR MODEL IMPROVEMENT OR FUTURE ACTIVITIES

1. Inservices for information sharing and attitude change for teachers and administrators.
2. Strong consideration should be directed toward including a vocational assessment as a standard component for certain children being staffed---could be informal but formulated with specific training in that regard and/or with consultation from the DRS evaluator.
3. Expansion of vocational education programs---not as much now in variety but in quantity and quality of already existing programs for availability to the "special student".

Example Eighteen

Memo Describing the Role of Vocational Educators in the Development of the IEP for Certain Handicapped Students

Commonwealth of Virginia
Department of Education
Richmond, Virginia 23216

SUPTS MEMO NO. 5
January 13, 1981
Amended May 7, 1981

REGULATORY

TO: Division Superintendents

FROM: S. John Davis, Superintendent of Public Instruction

Carl L. Riehm, Assistant Superintendent for Curriculum and Instruction

SUBJECT: Role of Vocational Educators in the Development of the IEP for Certain Handicapped Students.

The role of local vocational education personnel in the development of Individualized Education Program for handicapped students has evolved as a major concern for both special and vocational education.

The State Board of Vocational Education adopted requirements for the use of vocational funds in the Virginia State Plan for Vocational Education, Administrative Provision, 1978-82, (section 4.12 FY1978-41). The Administrative Provision states, "If vocational funds are to be utilized, the local agency shall involve a local vocational educator qualified to supervise or provide vocational education" in the development of the IEP. Thus, the composition of the IEP committee for any handicapped student whose educational program may or does include a vocational offering, shall involve a vocational educator.

This requirement applies to handicapped students identified as eligible for Special Education Services. However, students with obvious disabilities, e.g. amputees, paraplegics etc., may not be in need of special education and therefore, are not required to have an IEP. Local authorities need to be mindful of the requirements of the Rehabilitation Act of 1973, specifically section 504, as it applies to these students.

The Department of Education suggests that school divisions consider establishing procedures for the inclusion of other personnel in the development of IEP for handicapped students considering elective courses.

1. Guidance and/or vocational guidance personnel may be in a position to greatly assist a handicapped student in making career decisions.

Example Eighteen (contd.)

2. Vocational Rehabilitation Counselors may be available for consultation with students who are not eligible for paid services through the Department of Rehabilitation Services. The practice of involving school division programs to DRS sponsored programs for certain eligible students.
3. Personnel conducting vocational assessments of handicapped students should also be involved in interpreting data and development of the IEP.
4. Vocational Educators must be included anytime vocational funds are used to support the vocational training of handicapped students.

Each school division should examine carefully its present procedures regarding the participation of vocational educators on IEP committees. Vocational assessment and counseling services to handicapped students should also be reviewed to determine if such services are available.

If additional information is needed, please contact Mr. James T. Micklem, Director, Division of Special Education Programs and Pupil Personnel Services at 804/225-2861.

SJD/CLR:rp

Attachments - State Special Education Regulations,
Vocational Education Administration Regulations

Regulation Authority: State Special Education Regulations
and Public Law 94-142

Example Nineteen

Memo Describing Interagency Agreements for Services to Handicapped Children

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6Q
RICHMOND, VIRGINIA 23216

SUPTS. MEMO. NO. 7
January 19, 1979

INFORMATIONAL

TO: Division Superintendents

FROM: W.E. Campbell
Superintendent of Public Instruction

Carl L. Riehm
Assistant Superintendent for Curriculum and Instruction

SUBJECT: Interagency Agreements for Services to Handicapped Children

A series of regional meetings will be conducted by representatives from the State Department of Rehabilitative Services and the Department of Education, Divisions of Special Education Support Services and Vocational Education Program Services, to interpret and examine the Interagency Agreement regarding the vocational preparation of handicapped students.

Division Superintendents, local Rehabilitation Supervisors and Counselors, Special Education and Vocational Education Administrators and Supervisors of Guidance Services, and other appropriate staff members are invited to attend the meeting in their region.

The primary objective of each meeting is to acquaint you with the Interagency Agreements and to initiate more specific agreements between local school divisions and local officials of the Department of Rehabilitative Services. We encourage the participation of guidance counselors since services to students who may be eligible for rehabilitative services and not special education will also be addressed.

Questions regarding these meetings should be addressed to Anthony G. Faina, Assistant Supervisor, Division of Special Education, or Vance Horne, Supervisor, Division of Vocational Education, Department of Education, P.O. Box 6Q, Richmond, VA 23216, phone (804) 786-2673 (Mr. Faina) and (804) 786-5483 (Mr. Horne).

WEC/CLR/peg

Attachments

Example Nineteen (contd.)

Tentative Agenda

10:00 Introduction and Welcome

Presentation of Interagency Agreements

Background of Various State and Federal Laws

State Statutes/Standards of Quality, 94-142
94-482
93-112, Section
504 (3-2-1)

Local Agreements

- What they are
- What they should include

12:00 Lunch

1:00 Examples of local agreements and discussion of process used in developing the agreements (Fairfax--Petersburg--Portsmouth)

2:00 Adjourn

Rehabilitative Services -
Vocational Education/Special Education Meeting

Schedule

Date	Planning Districts	Place
February 6, 1979	#20, #21, #22	Norfolk State College 2401 Corprew Avenue Norfolk, VA 23504
February 7, 1979	#14, #15, #18, #19	Richmond Technical Center 2020 Westwood Avenue Richmond, VA 23230
February 8, 1979	#8, #9, #16, #17	Saunder's Elementary School 15941 Cardinal Drive Woodbridge, VA 22191
February 27, 1979	#6, #7, #10	Woodrow Wilson Rehabilitation Center Fishersville, VA 22939
February 28, 1979	#5, #11, #12, #13	Lynchburg School Board Office 10th and Court Street Lynchburg, VA 24505
March 1, 1979	#1, #2, #3, #4	Vocational Technical Center P.O. Box 668 Marion, VA 24354

Example Nineteen (contd.)

ASSIGNMENT OF SCHOOL DIVISIONS BY PLANNING DISTRICTS
TO REGIONAL STAFF

Planning District 5

- Alleghany County
- Botetourt County
- Clifton Forge
- Covington

Planning District 6

- Augusta County
- Bath County
- Buena Vista
- Harrisonburg
- Highland County
- Lexington
- Rockbridge County
- Rockingham County
- Staunton
- Waynesboro

Planning District 10

- Albemarle County
- Charlottesville
- Fluvanna County
- Greene County
- Louisa County
- Nelson County

Planning District 11

- Amherst County
- Appomattox County
- Bedford County
- Campbell County
- Lynchburg

Planning District 12

- Danville
- Pittsylvania County

Planning District 13

- Brunswick County
- Halifax County
- Mecklenburg County
- South Boston

Planning District 14

- Amelia County
- Buckingham County
- Charlotte County
- Cumberland County
- Lunenburg County
- Nottoway County
- Prince Edward County

Planning District 7

- Clarke County
- Frederick County
- Page County
- Shenandoah County
- Warren County
- Winchester

Planning District 8

- Alexandria
- Arlington County
- Fairfax County
- Falls Church
- Loudoun County
- Prince William County

Planning District 9

- Culpeper County
- Fauquier County
- Madison County
- Orange County
- Rappahannock County

Planning District 16

- Caroline County
- Fredericksburg
- King George County
- Spotsylvania County
- Stafford County

Planning District 17

- Colonia Beach
- Lancaster County
- Northumberland County
- Richmond County
- Westmoreland County

Planning District 1

- Lee County
- Norton
- Scott County
- Wise County

Planning District 2

- Buchanan County
- Dickenson County
- Russell County
- Tazewell County

Planning District 3

- Bland County
- Carroll County
- Galax
- Grayson County
- Smyth County
- Washington County
- Wythe County

Planning District 4

- Floyd County
- Giles County
- Montgomery County
- Pulaski County
- Radford

Planning District 5

- Craig County
- Roanoke City
- Roanoke County

Planning District 12

- Franklin County
- Henry County
- Martinsville
- Patrick County

Example Nineteen (contd.)

Planning District 15

Charles City County
Chesterfield County
Goochland County
Hanover County
Henrico County
New Kent County
Powhatan County
Richmond City

Planning District 18

Essex County
Gloucester County
King and Queen County
King William County
Mathews County
Middlesex County
West Point

Planning District 19

Colonial Heights
Dinwiddie County
Emporia
Greensville County
Hopewell
Petersburg
Prince George County
Surry County
Sussex County

Planning District 20

Chesapeake
Franklin City
Isle of Wight County
Norfolk
Portsmouth
Southampton County
Suffokl
Virginia Beach

Planning District 21

Hampton
Newport News
Poquoson
Williamsburg
York County

Planning District 22

Accomack County
Cape Charles
Northampton County

Example Twenty

Memo Announcing Regional Meetings Dealing with Interagency Agreements

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

February 5, 1979

MEMO TO: Supervisors of Vocational Education

FROM: Vance M. Horne, Supervisor
of Vocational Education for
Special Programs Disadvantaged/Handicapped

Enclosed is a copy of Superintendent's Memo Number 7 dated January 19, 1979. This memo concerns regional meetings to be held regarding the vocational preparation of handicapped students interagency agreements. We feel these meetings will be of importance to you and we hope you will plan to attend. Please notify appropriate staff of this meeting.

If there are any questions, please call as directed in the Superintendent's Memo.

VMH/jpe

Enclosures
(4) Pages

Example Twenty-One

Memo Announcing Meeting of Model State Committee

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

June 19, 1981

MEMO TO: Tony Faina, Pauline Anderson, Grant Revell, Carolyn Maddy, Doris DeVries

FROM: Vance M. Horne, Supervisor, Special Programs
Disadvantaged/Handicapped

SUBJECT: Meeting of Model State Committee

The committee selected to develop a Vocational Education Model for Linking Agencies Serving the Handicapped will meet on July 9, 1980 at the State Office Building of the Department of Rehabilitative Services. The meeting will begin at 10:00 a.m. in the conference room on the first floor of 4901 Fitzhugh Avenue (State Office Building of the Department of Rehabilitative Services).

Please bring all materials sent to you, and any additional materials on cooperative planning, agreements, or linkages in serving the handicapped.

If there are any additional questions, please contact me at (804) 786-5483.

VMH/cmt

Example Twenty-Two

Memo Announcing Second Meeting of Model State Committee

COMMONWEALTH *of* VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

September 18, 1980

MEMO TO: Tony Faina
Pauline Anderson
Grant Revell
Carolyn Maddy
Doris DeVries

FROM: Vance M. Horne, Supervisor, Special Programs
Disadvantaged/Handicapped

SUBJECT: Second Meeting of Model State Committee

We will meet on October 1, 1980 at 9 a.m., 8th Street Office Building, 4th floor conference room. The nature of this meeting will be to revise the interagency agreements for serving handicapped students. Each agency will revise it's own interagency agreement to be discussed at this meeting.

If there are any questions, please contact me at 786-5483.

VMH/cmt

Example Twenty-Three

Memo Announcing Third Meeting of Model State Committee

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

November 26, 1980

MEMO TO: Les Jones
Pauline Anderson
Grant Revell
Carolyn Maddy
Doris DeVries
Patricia White

FROM: Vance M. Horne, Supervisor, Special Programs
Disadvantaged/Handicapped

SUBJECT: Third Meeting of Model State Committee

We will meet on December 10, 1980 at 9 a.m., 8th Street Office Building, 4th floor conference room. The nature of this meeting will be to revise the interagency agreements for serving handicapped students. Each agency will bring it's own interagency agreement to be discussed at this meeting.

If there are any questions, please contact me at 786-5483.

VMH/cmt

Example Twenty-Four

Letter Requesting Meeting Between State Supt. of Education and State Interagency Team

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

February 10, 1981

Dr. Clarence S. McClure
Superintendent
Albemarle County Schools
310 County Office Bldg.
Charlottesville, VA 22901

Dear Dr. McClure:

Maryland, New Jersey and Virginia are serving as model States to develop national vocational education models for linking agencies serving handicapped people as part of a United States Department of Education project funded through the Wisconsin Vocational Studies Center at the University of Wisconsin-Madison.

An interagency team composed of state level personnel from Vocational Education, Special Education, Rehabilitation Services and Guidance have developed an interagency linkage model for Virginia. The ultimate goal is to meet the vocational education needs of handicapped people. Currently, the Virginia interagency team is interested in identifying existing linkages at the local level which are directed at improving vocational services for handicapped people. The purpose of this letter is to invite your school division to participate as a model for this activity.

The State interagency team would like to meet with you, or your designee, and Mr. Howard Collins, Director of Vocational Education, Mr. V.R. Clark, Director of Special Services and Pupil Personnel Services and Mrs. Ruth Robertson, Supervisor of Special Education on March 4, 1981 at 9 a.m. The meeting is tentatively scheduled at the Charlottesville-Albemarle Technical Center.

Dr. Clarence S. McClure
Page 2
February 9, 1981

Your school division's assistance in furthering the opportunities for handicapped people by establishing effective linkage agreements would be greatly appreciated. May we hear from you by February 20, 1981, if Albemarle County cannot participate at this time.

Sincerely,

Vance M. Horne, Supervisor
Special Programs
Disadvantaged/Handicapped

/cmt

COPY: Mr. Howard Collins
Mr. V.R. Clark
Mrs. Ruth Robertson

Example Twenty-Five

Memo Describing Agenda for
Model State Committee Meeting

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

February 11, 1981

MEMO TO: Les Jones
Pauline Anderson
Howard Green
Walter Ramey
Carolyn Maddy
Patricia White
Doris DeVries

FROM: Vance M. Horne, Supervisor
Special Programs, Disadvantaged/Handicapped

SUBJECT: MODEL STATE COMMITTEE MEETING

There will be a meeting of the Model State Committee on February 19, 1981 at 9 a.m. in the 8th St. Office Building, 4th Floor conference room.

The objectives of this meeting will include the following items:

1. Review Schedules 5 & 6 for compliance
2. Location of local school divisions to be models for linkages
3. Agenda for meeting with model local school divisions

If there are any questions or conflicts pertaining to this meeting, please let me know.

/cmt

Example Twenty-Six

Correspondence Between State Supervisor and Local Director

Greensville County Schools
OFFICE OF SUPERINTENDENT
EMPORIA, VIRGINIA 23847

SCHOOL BOARD
BILLY B. VINCENT, CHAIRMAN
ZION DISTRICT
LANDON S. TEMPLE, VICE CHAIRMAN
NOTTOWAY DISTRICT
GARLAND L. STITH, JR.
MEMBER
BELFIELD DISTRICT
KEITH W. MITCHELL
MEMBER
HICKSFORD DISTRICT

S.A. OWEN
DIVISION SUPERINTENDENT & CLERK
MRS. NELL J. DANIEL
DEPUTY CLERK

February 17, 1981

Mr. Vance Horne, Supervisor
of Special Programs for
Disadvantaged/Handicapped
Department of Education
P.O. Box 6Q
Richmond, Virginia 23216

Dear Vance:

Enclosed is a clipping of news article printed in our local paper. A report was also made to our school board concerning this project. We are honored to have been included.

Thanks for your thoughtfulness. Any local assistance we can be, please let us know.

Sincerely,

M. R. Tucker, Director
Vocational Education

MRT:drh

Enclosures

Example Twenty-Seven

Correspondence Between State Supervisor and
Superintendent of Albemarle County Schools

COMMONWEALTH *of* VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

March 18, 1981

Dr. Clarence S. McClure
Superintendent
Albemarle County Schools
310 County Office Bldg.
Charlottesville, VA 22901

Dear Mr. McClure:

I would like to take this opportunity to thank you and your administration for agreeing to participate in the Virginia Model Linkage development. The Virginia Model Linkage Team for Vocational and Special Education, Rehabilitation and Guidance have met with your localities' team and received a commitment pertaining to improving vocational services for handicapped people. The assistance of your personnel will be of great benefit in establishing the model/models for Virginia.

In June, 1981, the Virginia Model Linkage Team will need to make a report to a national dissemination conference in Madison, Wisconsin relating to the overall progress of the linkage project. There are six areas in which information is needed about the progress and development of each Local Linkage Model. These areas are:

1. Progress in linkage model implementation
2. Present status of the linkage plans or model
3. Successes of the linkage model
4. Unresolved problems in the linkage model
5. Failures of the linkage model
6. Recommendations for model improvement or future activities

Example Twenty-Seven (contd.)

Dr. Clarence S. McClure
Page 2
March 18, 1981

If at all possible, we would like the response of the Local Linkage Model Team members to these areas by the end of May. Responses to these areas will help us in evaluating what has been accomplished and will provide valuable information to be utilized in developing linkage model/models for Virginia. Although your goals for the linkage team may not all be completed at this time, enough activities have been accomplished to provide valuable information on the process and content of model development.

I hope to discuss this report with your school division's linkage model team members at our meeting in Richmond on May 20-21, 1981, and to answer any questions about the development of this information. I will contact the local linkage team members pertaining to this meeting.

We are looking forward to our involvement with the Local Linkage Model Team members and will be available to provide technical assistance as your locality further develops and implements their linkage model.

Sincerely,

Vance M. Horne, Supervisor
Special Programs
Disadvantaged/Handicapped

cmt

COPY: Howard A. Collins

Example Twenty-Eight

Correspondence Between State Supervisor and Project Director

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

April 9, 1981

Dr. Lloyd W. Tindall
Project Director
Wisconsin Vocational Studies
Center
University of Wisconsin - Madison
964 Educational Sciences Building
Madison, WI 53706

Dear Lloyd:

Attached are the arrangements that have been made for our meeting in May with the local linkage teams. Please note that the dates have been changed from May 20-21, 1981. I hope this will not be an inconvenience for your staff.

Please feel free to contact me if there are any questions concerning this activity.

Sincerely,

Vance M. Horne, Supervisor
Special Programs
Disadvantaged/Handicapped

cmt

Enclosure

Example Twenty-Nine

Memo Announcing Model State Task Force Committee Meeting

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

May 5, 1981

MEMO TO: Les Jones
Pauline Anderson
Howard Green
Walter Ramey
Carolyn Maddy
Patricia White
Doris DeVries

FROM: Vance M. Horne, Supervisor, Special Programs
Disadvantaged/Handicapped

SUBJECT: Model State Task Force Committee Meeting

The Model State Task Force Committee will meet on May 19, 1981 at 2 p.m. to finalize our activities for the State's local model team presentations.

The State's local model teams will present their model on May the 28th and 29th at the Holiday Inn, 3200 West Broad Street, to State representatives of vocational education and the selected Wisconsin team. Please adjust your schedule so that you may attend this very important meeting.

If there are any recommendations prior to the meeting, please contact me at 225-2080.

cmt

Example Thirty

Correspondence Between Division Superintendent Greenville County School Division and Local Director of Vocational Education

Greensville County Schools
OFFICE OF SUPERINTENDENT
EMPORIA, VIRGINIA 23847

SCHOOL BOARD
BILLY B. VINCENT, CHAIRMAN
ZION DISTRICT
LANDON S. TEMPLE, VICE CHAIRMAN
NOTTOWAY DISTRICT
GARLAND L. STITH, JR.
MEMBER
BELFIELD DISTRICT
KEITH W. MITCHELL
MEMBER
HICKSFORD DISTRICT

S.A. OWEN
DIVISION SUPERINTENDENT & CLERK
MRS. NELL J. DANIEL
DEPUTY CLERK

May 20, 1981

Mr. S.A. Owen, Division Superintendent
Greensville County School Division
P.O. Box 1156
Emporia, Virginia 23847

Dear Mr. Owen:

On May 15, 1981, a meeting was held to finalize the update on the Interagency Cooperative Service Agreements. Participants were: Mr. Willie Curley, Department of Rehabilitation, Mr. Grover Jenkins, Regional Resource Specialist for Rehabilitative Services, M.R. Tucker, Director of Vocational Education, Greensville County Schools.

During this meeting, modifications were made in updating the Agreements bringing them in line with existing Annual State Plans, and other appropriate laws and documents (federal and state). A copy will be submitted to you as soon as the typing is completed.

The Virginia Department of Education and Rehabilitative Services are conducting a workshop for all localities participating in the Model Linkage Project. This workshop is to be held in Richmond May 28-29, 1981.

The Agreements will be presented by each participating locality before being used to develop a model from Virginia, which will be used to develop a National Model in Wisconsin on June 15-17, 1981.

I will need to attend this workshop to present the model from our school division.

Very truly yours,

M.R. Tucker, Director
Vocational Education

cc: Mr. Curley
Mr. Horne
Mr. Jones

Example Thirty-One

Memo in Response to Invitation to Virginia Interagency Agreement Workshop

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

May 22, 1981

TO: Mr. Vance M. Horne, Supervisor
Special Programs
Disadvantaged/Handicapped
Division of Vocational Education

FROM: James T. Micklem, Director
Division of Special Education Programs
and Pupil Personnel Services

SUBJECT: Virginia Interagency Agreement Workshop
May 28 and 29, 1981

Thank you for sharing with me the agenda for the Virginia Interagency Agreement Workshop on Thursday and Friday, May 28 and 29, 1981.

Mr. Jones did discuss my participation in this activity several days ago, and I indicated to him that due to a previous commitment I would be unable to attend and suggested that he and possibly Miss White or Dr. Susan Kemp, who has responsibility for interagency efforts within our office, decide how best to accommodate my assignment. Please know of my continued interest in this activity. If you or your associates have questions, please feel free to contact me.

JTM/nb
CC: Dr. Melvin Garner
Mr. Dewey T. Oakley, Jr.
Mr. Leslie Jones
Miss Patricia A. White

Example Thirty-Two

VIRGINIA INTERAGENCY AGREEMENT
WORKSHOP AGENDA

Thursday, May 28

11:00 - 12:00	Registration	
12:00 - 1:00	LUNCH	
1:00 - 2:00	Welcome	Dr. Melvin H. Garner Administrative Director Vocational & Adult Education
	Overview of Statewide Interagency Efforts	Mr. James T. Micklem Director of Special Education Programs & Pupil Personnel Services
	Introductions (a) State Staff (b) Wisconsin Team (c) Local Team	Mr. Vance M. Horne, Supervisor Special Programs Disadvantaged/Handicapped
2:00 - 3:00	Virginia's Team Overview of Virginia's Model Linkage Agreements	Mr. Vance M. Horne, Supervisor Special Programs Disadvantaged/Handicapped
3:00 - 3:15	BREAK	
3:15 - 4:15	Wisconsin's Team Overview of the National Interagency Agreement	Dr. Lloyd Tindall Project Director Wisconsin Vocational Studies Center
4:15 - 4:45	Questions and Answers	
5:30 - 6:45	DINNER	House of Beef
7:00 - 8:30	Local Team Meeting	
	(1) Lynchburg City	Mr. David Moseley, Team Leader Vocational Director
	(2) Richmond City	Dr. Edward Cooke Team Leader Vocational Director

Example Thirty-Two (contd.)

	(3) Albemarle County	Mr. Howard Collins Team Leader Vocational Director
	(4) Greensville County	Mr. McKinley Tucker Team Leader Vocational Director

Friday, May 29

8:30 - 9:15	Lynchburg City Local Agreement	Mr. David Mosely Team Leader Vocational Director
9:15 - 10:00	Richmond City Local Agreement	Dr. Edward Cooke Team Leader Vocational Director
10:00 - 10:15	BREAK	
10:15 - 11:00	Albemarle County Local Agreement	Mr. Howard Collins Team Leader Vocational Director
11:00 - 11:45	Greensville County Local Agreement	Mr. McKinley Tucker Team Leader Vocational Director
11:45 - 12:00	SUMMARY	
12:00 - 12:30	Remarks and Wrap-up	Mr. Vance M. Horne, Supervisor Special Programs Disadvantaged/Handicapped

Example Thirty-Two (contd.)

MODEL STATE LINKAGE PROJECT
CONFERENCE EVALUATION

In order to determine the effectiveness of the conference, and how helpful it was to you, please rate the following:

	No Use		Useful		Most Useful
1. Overview of Statewide Interagency Efforts?	1	2	3	4	5
2. Overview of Virginia's Model Linkages?	1	2	3	4	5
3. Overview of National Interagency Agreements?	1	2	3	4	5
4. The goal and objectives of the workshop were clear and concise?	1	2	3	4	5
5. The presentations were informative?	1	2	3	4	5
6. Things were well organized?	1	2	3	4	5
7. The workshop materials were helpful?	1	2	3	4	5

Overall Comments: ____

____

____

____

____

____

____

Example Thirty-Three

Memo Regarding National Linkage Conference

COMMONWEALTH *of* VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, 23216

June 1, 1981

MEMO TO: Pat White
Howard Green

FROM: Doris DeVries, Assistant Supervisor
Special Programs, Disadvantaged/Handicapped

SUBJECT: Wisconsin Meeting

Attached is an outline resulting from our discussion this morning pertaining to the Wisconsin presentation. This will not be used as the agenda, but as a guide for the presentation.

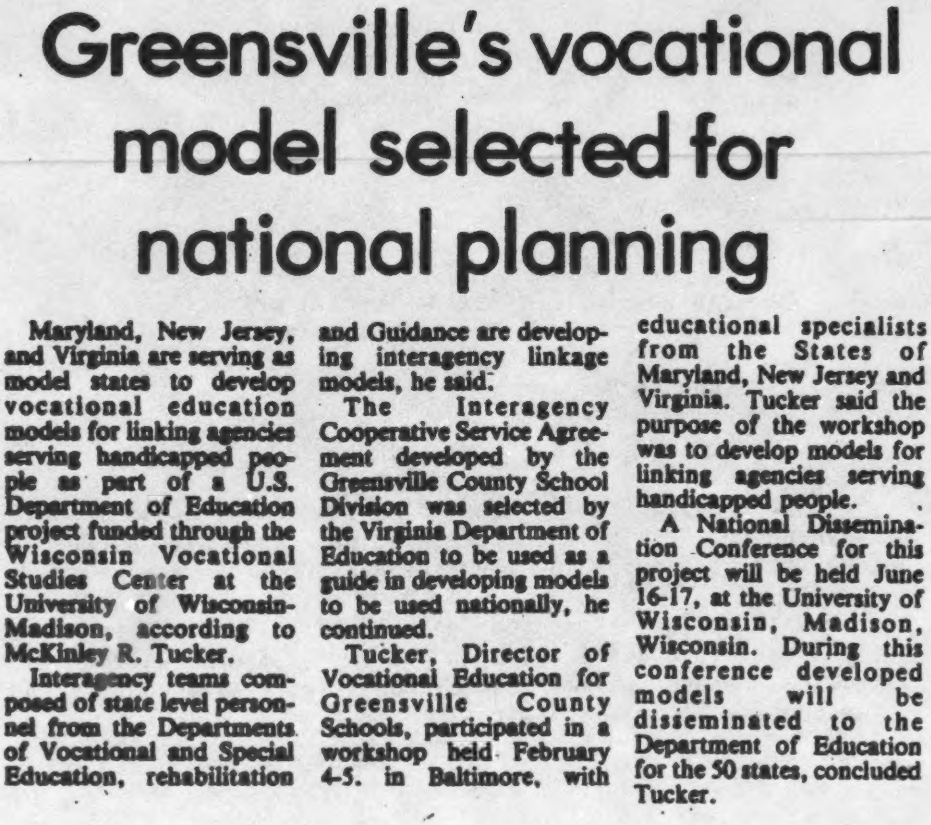
Please add any areas you feel should be included in the outline so that we can avoid duplication and be aware of what will be covered. If you can return this as soon as possible, I will compile the information so we can use it in Wisconsin.

cmt

Attachment

Example Thirty-Four

Newspaper Story on Linkage Project



Greensville's vocational model selected for national planning

Maryland, New Jersey, and Virginia are serving as model states to develop vocational education models for linking agencies serving handicapped people as part of a U.S. Department of Education project funded through the Wisconsin Vocational Studies Center at the University of Wisconsin-Madison, according to McKinley R. Tucker.

Interagency teams composed of state level personnel from the Departments of Vocational and Special Education, rehabilitation and Guidance are developing interagency linkage models, he said.

The Interagency Cooperative Service Agreement developed by the Greensville County School Division was selected by the Virginia Department of Education to be used as a guide in developing models to be used nationally, he continued.

Tucker, Director of Vocational Education for Greensville County Schools, participated in a workshop held February 4-5, in Baltimore, with educational specialists from the States of Maryland, New Jersey and Virginia. Tucker said the purpose of the workshop was to develop models for linking agencies serving handicapped people.

A National Dissemination Conference for this project will be held June 16-17, at the University of Wisconsin, Madison, Wisconsin. During this conference developed models will be disseminated to the Department of Education for the 50 states, concluded Tucker.

Example Thirty-Five

Newsletter Announcement of Virginia's
Role in Linkage Project

VIRGINIA'S VOCATIONAL EDUCATION VOICE
1980

State to Develop A National Model For Handicapped

Virginia has been selected as one of four states to develop model programs to provide comprehensive services to the handicapped.

The goal is to link and coordinate career, vocational, special education, and rehabilitative services—now often provided piecemeal—at the secondary and post-secondary levels for handicapped individuals.

A Virginia inter-agency group has begun its work in the undertaking as part of a national project being conducted by the Wisconsin Vocational Studies Center at the University of Wisconsin for the U.S. Department of Education.

Members of the group had already been meeting and conducting regional workshops within the state on linkage of their services—a factor which figured in their selection to develop one of the pilot programs to be supplied other states.

The group includes Vance M. Horne, supervisor of special programs for Vocational and Adult Education, and Anthony G. Faina, assistant supervisor of Special Education Support Services, both of the State Department of Education; Howard Greene, program coordinator for CETA (Comprehensive Employment and Training Act) and education for the Virginia Department of Rehabilitative Services, and Dr. Caroline Maddy, associate professor of vocational guidance and counseling at Virginia Polytechnic Institute and State University.

Horne is chairperson and Doris DeVries, assistant to the special programs supervisor, is co-chairperson for the Virginia project.

Word of the state's selection came May 12 from Lloyd W. Tindall, director of the national project at the Wisconsin center.

The existence of both gaps and duplications in the services provided the handicapped by different agencies, and limits on resources, are among the reasons cited for launching the effort to coordinate agency programs. A study conducted elsewhere showed that the gaps and duplications may not even be clearly identified until a coordinated effort is discussed, the center observed.